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ABSTRACT

The product of a conference concerned with the role of libraries in developing countries, this set of proceedings includes opening comments from the conference; a paper on "Strategies in the Planning of Library and Information Services," by Hedwig Anuar; five papers on the general topic of "Literacy and the Library"; an address entitled "Reaching Out: Access to Library-Based Information Services in the Rural Areas of Papua New Guinea," by Radha Rasmussen; and a set of 11 brief talks on the topic of "Agencies in New Guinea Involved in Information Work." Each of the papers or set of papers delivered on a particular topic is followed by a transcript of the succeeding question and answer period. Appended are a list of details on the conference participants and a paper entitled "Speaking Volumes," by Tony Austin, which discusses the importance of libraries and media centers in the educational process, and especially in the development of a literate populace. (JL)

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LIBRARY AND INFORMATION SERVICES FOR THE PUBLIC

PROCEEDINGS OF THE 8TH CONFERENCE

OF THE

PAPUA NEW GUINEA LIBRARY ASSOCIATION

HELD AT

THE ADMINISTRATIVE COLLEGE OF PAPUA NEW GUINEA

WAIGANI, PORT MORESBY

18TH AND 19TH OCTOBER 1979

Edited by

John Flanagan

Papua New Guinea Library Association

Port Moresby

1981

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PREFACE

The majority of the papers in these *Proceedings* were prepared for spoken rather than written presentation and have been transcribed from actuality tape recordings. A minimum amount of text editing has been carried out in preparation for printing. Any errors or omissions are the Editor's alone.

The Papua New Guinea Library Association gratefully acknowledges financial assistance from a number of sources, most especially from the Commonwealth Foundation which generously provided funds to enable the two overseas speakers to attend.

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ADDRESS

BY

ANGELA HARLAND
CONFERENCE CHAIRPERSON

OPENING SPEECH

BY

SIMON KENEHE
DIRECTOR
ADMINISTRATIVE COLLEGE
OF PAPUA NEW GUINEA

THURSDAY
OCTOBER 18TH, 1979
8.00AM - 8.30AM

The need for conferences in a country like Papua New Guinea with its scattered population and undeveloped transportation network cannot be overstressed. They offer one of the few opportunities for the exchange of ideas and information, particularly for those who live and work in the provinces. Accordingly it was very pleasing to see that the Eighth Annual Conference of the Papua New Guinea Library Association was so well attended. At all times the Administrative College Assembly Hall was packed; not only were the 200 chairs provided filled but a number of people were standing at the back of the Hall. An estimated 250 to 280 people were in attendance which shows the interest which this conference aroused.

The Conference Organising Committee was pleased that a number of people who work in the information field but who are not librarians were sufficiently interested to attend. This meant that teachers, information officers, public relations officers, publications officers, extension workers and adult education officers were able to collectively discuss with librarians the problems associated with access to information in Papua New Guinea and to suggest ways for coordinating and rationalising the transfer of information within the country.

Much information is generated by the three branches of government - the executive, legislative and the judiciary - and yet it is difficult to access and there is considerable duplication of effort. The need for information is especially vital in a developing country which cannot afford the luxury of costly mistakes made by administrators and politicians whose decisions are based on supposition rather than adequate knowledge. The need for access to information is also basic to the functioning of a democratic society for in order to exercise their democratic rights citizens require facts from which they can form opinions and make sound judgements.

The challenge in Papua New Guinea is to coordinate an information service using the resources already available within the country. This will require not only the efforts of librarians and other workers in the information field but also direction from the National Government. Papua New Guinea has, as yet, no government policy on the provision of information to Papua New Guineans.

Librarians, with their awareness of the general information needs of the community as well as the more specialised needs of administrators, politicians and other professionals, have a special responsibility to press for government action in this area.

I hope this conference will encourage the Papua New Guinea Library Association to direct their energies towards improving and extending the present methods used for the delivery of information.

NB This version of the address has been heavily edited after the conference to remove 'housekeeping' details and to comment on the success of the conference.

SIMON KENEHE

I am extremely pleased to see so many people here this morning. I welcome you to the conference. I also would like to welcome specifically the distinguished guests from overseas who are with us this morning. Welcome to Papua New Guinea.

I am very glad that the Papua New Guinea Library Association has chosen the Administrative College of Papua New Guinea as the venue for its Eighth Annual Conference. Before officially opening the conference, I would like to say a few words on what I believe is the importance of information, the subject the conference has chosen as its theme this year. The librarians present in the audience would agree with the concept that information is a very valuable resource. For example, libraries can provide information for people who live in rural areas on such subjects as nutrition, or how to improve crop production. Libraries can also provide information which could help people cope with the many political, economic and social changes taking place in our country. This is particularly relevant to a country such as Papua New Guinea where development is progressing at such a fast rate. In Papua New Guinea, information is particularly important in terms of economic and social development. Vast amounts of money are now being spent in this area and I wonder how much of it is wisely expended. I believe it is from libraries that a sensible approach for spending government money could be based solely on adequate information which is required for policy making and which leads to our economic and social development. At this time in our development, libraries, I believe, have an important role to play and librarians must give a better information service than now is being provided. Decision makers and administrators require information to make fruitful decisions. Papua New Guinea is not a wealthy country which can waste money on any decision which is based on guesses and assumptions. The development of programmes and policies in this country requires a heavy input from librarians. I believe that the collection of information in Papua New Guinea is almost an impossible task at the moment. The government and non-government organizations are all busy in Papua New Guinea turning out papers and reports frequently duplicating the efforts of each other. Where does it all go? In many cases, I am sure not always to the libraries! There are possibly many reasons why libraries are not getting this documentation; the least of

which is the lack of coordination between the people who produce the materials and people who distribute them. We do have many transport and communication problems as not everyone lives in the urban centres. How does one get information to the rural dwellers, for example? If you do reach the rural dweller, in what language are you going to dispense this information? Also, what will be the educational level of the people to whom you are trying to supply this information? How will they understand the information you give them? Lastly, do they need the information you are giving them at all? Librarians, information officers, and extension officers, these are what I believe to be a few of the basic problems. However, my task today is not to tell you what the answers are, for like you I do not know all the answers. Basically this is because I do not have enough information. I can propose some solutions which may be of use in your discussions today and tomorrow. I should add that I am not an expert librarian like yourselves.

If decision-making is to be effective, the National Government will have to ensure the supply of adequate and accurate information by formulating a national policy. This national information policy must incorporate all the organizations within Papua New Guinea which are involved in the production and dissemination of information such as government departments; agencies such as the Family Planning Association; the churches; the mass media and, of course, the libraries. Let me comment on this particular point. In addition, I hope that library workers will be called upon in any effort by the government to make policy on library and information matters. I certainly hope that the Papua New Guinea Library Association will be asked for its expertise in the formulation of government policy. Should you not be asked, it may be for a number of reasons, one of which is that you may not be sufficiently organised to be a pressure group, that is a voice to which government decision makers listen. I urge you to participate, become organised, stick your nose in and make sure that your voices are heard, as you are the experts. The Papua New Guinea Library Association is a group of professionally trained library and information workers. My second point, librarians must become salesmen to sell the libraries and information centres as a valuable resource for the public. Thirdly, materials must be supplied to support adult education programmes. Information workers would do well to ensure that many new literates who do not have an opportunity for education

do not become once again illiterates. Fourthly, I believe libraries are an expensive resource in Papua New Guinea, to which everyone should have access. Special libraries should not restrict their services to a small elite, but as public libraries do, special libraries should encourage users from all sectors of the community. Libraries should not be expensive, air-conditioned warehouses of books. They should be concerned with providing services to all people who have a need for the information they possess. I must say again that accessibility to information is such an important area for Papua New Guinea in its terms of development. The public cannot hope to know what the government is doing unless the information is provided and that it is accessible to the people. This is so significant for national unity in Papua New Guinea. If decision making is to be effective both the National Government and the Provincial Governments should give priority to the development of a national information service. Everyone in the country should have equal access to the information they require. Papua New Guineans should be able to develop their imagination, creativity, self-expression, and knowledge; regardless of the ability or level of literature; whether they live in an isolated area or in an urban area, they should be able to become an active participant in the development of Papua New Guinea.

Well, ladies and gentlemen, I have briefly given an overview of some problems concerning the delivery of information in present day Papua New Guinea. Your job in the next few days is to talk, to question and, finally, I hope arrive at some realistic solutions towards providing information to the people of Papua New Guinea. I wish everyone great success now and in the future. I declare that the conference is officially O P E N.

SESSION ONE

STRATEGIES IN THE PLANNING OF LIBRARY AND INFORMATION SERVICES

SPEAKER

HEDWIG ANUAR

SESSION CHAIRPERSON

ANGELA HARLAND

THURSDAY

OCTOBER 18TH, 1979

8.30 - 10 AM

HEDWIG ANUAR

I would like to thank the Papua New Guinea Library Association for inviting me to this conference which is a great pleasure for me to attend. This is my first visit to your country and when I was in the plane from Singapore, I started thinking about the similarities and differences between Papua New Guinea and Singapore. You belong to one of the largest islands in the world and I belong to one of the smallest; your population is a little larger than ours, 2.8 million or so, and ours is 2.3 million, but it is extremely crowded in a very small little space of land; your population is largely rural and ours is largely urban. We achieved our independence in 1965 and you achieved yours in 1975, ten years later. You have a great many more languages and groups than we have but we also have a multilingual and multicultural population.

Then I came across a magazine which I started reading on the plane called *Paradise* and read this quotation from a poem by a Papua New Guinea student, which made clear that despite the fact that we come from different islands of the world, there are certain important things that we do have in common. What the student said in his poem is this:

> *One world, two worlds; and I stand in between.*
> *Old world and new world; I am your divided child.*
> *My life you are dividing.*
> *I do not know where to stand.*

This is exactly the same situation in Singapore for we also stand between the traditional and the modern, the old world and the new. We are really travelling along the same road of national development; of seeking a national identity; of seeking unity amidst a plurality of cultures, plurality of languages and people.

However, I think you are at a more exciting stage than I am at because you are at the pioneering stage, the beginning of library development in your country. It was the same kind of stage that I travelled on nearly twenty years ago. When the National Library of Singapore first started, we had three local qualified librarians and at least you now have about five nationals in this country who are qualified. It was the same in Malaysia about ten years ago when I did the *Blueprint* (1). There were only about three local librarians working in public libraries then. The situation has

changed over the years but there always has to be a beginning and working from the beginning is a very exciting and challenging task.

Many of your problems that were outlined by the Director of this College are very similar to those of other developing countries. These problems include, for example, limited literacy, limited availability of reading materials, not very much published in local languages and the tremendous problem of having numerous languages with which to cope. Then there is the question of reading. The reading habit is certainly not developed in most of our developing countries. The book is something strange, something unfamiliar to most homes, to most families and perhaps the child's first introduction to the book is at school and the books at school may not be very attractive. A textbook is not the best introduction to reading. Very often it is something that the child may dislike or associate with homework, with study and perhaps even with punishment and certainly not with pleasure. So these are large handicaps in trying to develop the reading habit and a literate population without which there can really be no justification for a library.

What does one do in a situation where not many people would really use a library simply because they cannot read? Are they to be left without any information services at all? This cannot be so when the majority of the population do need information services. For wherever we are, whether we are living in a rural area, in a village or in an isolated community or in an urban centre or a big city, we all need information of some kind at some time or another to help us in our daily life; to help us to work out our everyday problems and particularly to help to ensure a better future. We are all concerned for a better future for ourselves and particularly for our children so information is something extremely important for everybody and that information may not be presented to us always in the form of a book. It can be in the form of pictures, in the form of posters, in the form of a telephone service, or radio service or in the form of personal contact. If one knew exactly to whom to turn for information on a specific problem, it would certainly be much easier. There are sources of information available in the community, in the village in the sense that there would always be some elders or people in the village to whom others would turn for information, for guidance: those who would know more than the rest of the community and who would be looked up to by the community as a source of information. Such

people form a key group and would have to be identified as a first step. It is through such people that progress can be made in terms of education, health, agriculture and other forms of development. Then there are teachers. Teachers are important not only to children but also to parents and the more the teachers know the parents and the family, the easier it is to educate the children. So teachers form another key group. Then there are administrators and planners, the people who may be sitting in offices in the cities, in the urban areas, but who must not be remote from problems of ordinary people.

In trying to identify first of all these different groups of people, we have to think of what particular types of information they need and then work out what is needed to satisfy those information needs. I have specifically not mentioned libraries because libraries are very foreign institutions to most of us in our countries in Asia. They tend to be imported, western institutions and the kind of service that we may want or really need may not be that traditional type of library as it is known in the West. Some types of Western libraries may be completely irrelevant and this may apply to the public library and even to the National Library. Many countries have tried to establish a National Library before having other libraries, but as the National Library is or should be the apex of developed library system, it is very difficult to have an apex without a base, and if the base is lacking, then the National Library's role is really largely irrelevant. It is also very important then to ensure that the National Library is identified with the needs of the ordinary public. This is why one finds in many developing countries a national library combining the role of public library with that of the National Library. Even if the National Library does not serve the public directly, it does do so indirectly by supporting, planning and assisting public libraries at all levels throughout the country. This is what the National Library of Malaysia is doing. It is not directly responsible for public libraries but it is still assisting in their development by providing funds, by providing facilities for staff training, by assistance in book selection and a variety of other ways.

Coming now to strategies, the first strategy involves *deciding on one's objectives and goals*. I think nobody can decide your objectives or goals for you except yourselves. You will know what you really want or what you really need in relation to your own nation, in relation to your own

development at this stage, but in working out immediate objectives and goals you must also think of long-term objectives and goals; that is, looking at the future, say twenty years from now. What can you do in the present that would help to ensure and make you better prepared for the future? It is indeed very difficult to look very far ahead but it is very important in terms of planning and an attempt has to be made.

Choices very often have to be made and these choices are not easy to make. There are always conflicts of priority, there are always pressures on a national library or any other public institution to do much more than it is able to do at the moment and perhaps try to do all things at once. This should be avoided as in the end it results in not being able to do any one thing effectively so I would advise that it is best to proceed cautiously one step at a time rather than to take too many steps and then have to fall backwards. Certain priorities have to be worked out and one of the first to consider is that of service to children. Why do I say that? Because, first of all, in most developing countries, children form at least forty to sixty percent of the population. Because of the high birth rate in many developing countries, we have a young population. In Singapore, the birth rate has fallen because of a vigorous family planning programme but even so our young people under the age of twenty one form at least forty percent of the population even now. Children are the more literate members of the population because they are the ones who are going to school. Their parents, uncles, aunts, and other adults may not have gone to school but children are going to school and learning to read and write so they already provide a potential readership. The most important reason, however, for giving priority to children's services, is that if children develop the habit of reading at an early age, they will continue to read as they grow older. In providing services for children, you are ensuring that your future libraries will not be empty, that they will be able to draw these children who will, first of all, become teenagers and then finally, responsible adults and citizens and who will have become used to libraries and who would make a habit of turning to the library for information, for education and for recreation.

It is not possible to provide services only for children, one also has to provide for adults in terms of some basic services and these basic services

would be in the form of information rather than literature. In a village, it is not of much practical use to tell somebody how to drive a tractor or how to repair a particular piece of agricultural machinery by giving him a little book if he is unable to read that book. In fact, he learns much more by demonstration; he has to be shown how to use a particular tool; he has to be shown how to farm better, and he learns through practical experience rather than through a book. However, the book comes in at a later stage when he wants to reinforce what he has learned from the practical demonstration, so books are still needed for adult citizens but in a very limited form. Such books perhaps are not very easily available yet, so the next step is to consider what I call *products strategy*.

What types of materials are going to be included in your library? What kind of subject areas are to be covered? What kind of non-print materials will be bought? Here it is very important that we consider the library not just as a collection of books but as having all types of other materials and particularly the types of materials at your conference exhibition that are issued by some of your government departments and literacy agencies: simple books in simple language with a great many pictures, posters, records, films, etc. I know that the oral tradition is a very strong and important tradition in Papua New Guinea and the library service should give you the opportunity to tape your traditional stories, legend, customs and then turn these into books. In this way, you are preserving your traditions and at the same time providing the material people can read and identify with. This is a very important aspect of production which I think librarians need to be involved in just as much as other kinds of work.

Next we need to consider what I call *marketing strategy*. That means, whom are you aiming the service at? What services will be available and to whom? If you are aiming mainly at the children, you need a lot of picture books, a lot of simple, interesting books. The tendency is for most people to try to produce too many informational books for children or even for adults. Everyone is so anxious for children to learn. But you will find that the children want books of imagination, books of stories, books of fairy tales, books of legends. We find that these are the most popular books with children everywhere and these are the ones which will stimulate the imagination and broaden the lives of children. The same consideration applies

even to adults. It is not enough to give people just informational books. Books are also needed that will stir the imagination, that will enlarge their experience. This is really what libraries should be all about, not just concerned with the practical and everyday things, although I know these are important, but to give people a broader vision of life.

Growth strategy comes next. At what rate will you grow? How fast can you grow in terms of the collection, in terms of the staff? How many new staff can you get in a year? Growth has also to be estimated in terms of facilities and equipment. Very often, people start with a building and then find it very difficult to fill that building with either staff or books. I would start the other way around. I think you start with the people, with the staff. You can start with just an office, a telephone and a few reference books and there you have a telephone information service that means people can ring you up and ask questions. That is the start of information services.

The most important strategy is the *financial strategy*. What sources of funds are available? What areas of operation will receive priorities in the allocation of funds? What emphasis, if any, will be given to getting outside sources of aid? And there are many other sources of aid available. Are you going to charge for service? I strongly believe that one should not charge and I know you do not charge children and ordinary members of the public because, if you do, you are going to drive them away from the library. In the end, your service will become more expensive because it is going to serve fewer people rather than more people. I would say that a free library service is important at this stage.

Financial strategy is very important in terms of the allocation of human, physical and financial resources. These resources may be very limited at the beginning and so they have to be expanded in the most economical way. As far as Budget or Treasury officials are concerned, what they most want is a visible return for their allocation of funds. This means that they have got to see quite clearly that the money they provide is doing some good, that it is providing some service to the public. They are not going to understand if you set aside money for projects like a Union Catalogue or a National Bibliography which do not really affect the ordinary person. We started with an emphasis on service to children. At one time, seventy five percent of our readers or users of the library were children. We do not

think that it is beneath our dignity to serve children. Children are VIPs in our library and they still are. So I would say that children come first and as they grow up to be teenagers, after the children's service we developed what we call a young people's service or service to teenagers, and then finally we had service to adults being developed at a later stage but we also tried to reach the adults through the children. That is, we invited mothers and teachers of children to come to the library with the children or with the students and we began to serve them indirectly.

Of course, at the same time, one has to serve one's paymasters. I would say it is very important to serve particularly the staff of the Ministry or the Department which the Library comes under, such as, in your case, the Department of Education. It is very important to find out what information problems they have and to serve them first of all, and much later on, to serve the business or commercial or industrial community.

This leads to the question of the organizational structure and also the question of legislation. If you work out who is going to do what, how many kinds of libraries do you need in a country? Remember that the ordinary man or woman in the town or village does not care from where he or she gets the information. They are not concerned with the levels and the different categories and specializations that librarians are so concerned with. All they want to know is where they can get the information and where they can get it fast. They are not concerned that a library is called a National Library or a University Library or a Special Library. All they want is a source of information: it could be a person, it could be a place, it could be an office. Hence we have to be very careful to avoid the proliferation of libraries and separate categories of libraries that we get in many western countries. All kinds of library service should preferably come under one umbrella, under one organization and when this is not possible because of the size of the country, then there has to be some kind of coordination and cooperation.

We all talk about coordination and cooperation but in practice this is not easy to accomplish. Once a separate institution has been established, the lines are drawn clearly and people feel that they cannot step over particular boundaries and limits. It is very difficult to achieve cooperation, particularly if there are strong personalities involved and very often there are. Librarians, like everybody else, are human. They build up their little empires and guard them very jealously: this attitude can be a great

obstacle to library co-operation. So I would stress here that it is very important for librarians, no matter what library they work in, to regard library service to the public in general as their first function regardless of where they are working. They must see their work as contributing to the provision of services for the public as a whole; they may service part of that public but they should try to see it as part of the whole picture.

In terms of legislation, again if there are no institutions in the country already, it is very easy to draw up legislation and say, "Well, we shall have one institution and that will provide all types of library services." Many countries are now working on what they call a National Information System, drawing in all the different elements that provide library or information services into one general system that would include all these different elements and try to avoid the overlapping and duplicating of functions by different institutions. As long as one library is already doing something, it is not necessary for other libraries to do the same thing. It is very difficult to give up something or to take on something which perhaps one did not do before. It means that librarians should get together and learn to co-operate in building up a national ifnromation system. They would need to list out all the things that are not being done, that need to be done and share out amongst themselves the tasks that have to be carried out. This can be done with a little bit of effort on all sides. In Singapore, it is partly the duty of the National Library and partly of the Library Association to bring all the different libraries and institutions together. As time goes on, it becomes more and more important to institutionalize co-operation amongst different libraries and institutions to ensure that this co-operation will continue so that what started on a purely personal or informal basis can then continue no matter if the personalities change.

In planning, it is also important that there should be some system of control, that is, the money that is given is spent in the right way and that there is a system of checks to ensure that it has been spent in the right way and on the right items. Of course, in any government, this system of control is provided by the budget system. It is important also for libraries to maintain statistics of some kind and to try to assess their performance. In working our your programme, try to be specific in terms of goals. You have an immediate plan for this year and next year, you have a short-term or medium-term plan for the next three to

five years and you have a long-term plan which will go on for the next fifteen or twenty years. In this way, everyone has a clear idea of what are you aiming at, where you are going. Very often Treasury officials are quite wary of libraries and library budgets because they feel that librarians ask for limitless funds. This means that we need to be much clearer about specific and immediate objectives as well as long-term ones if we want to get a response from the budget officials and from the planners and administrators who control us.

Finally, I would like to add that the most important factor in starting a service is staff. Staff development is crucial to library development. At the same time, there must be somebody at the top, a chief administrator who has vision, who will be able to look far ahead, who can promote the library and information service and explain it to the non-librarian and non-information worker in specific terms. Promotional work is one of the most important aspects of librarianship and of the development of information services. It means not only telling people what you do but making it clear to them that what you do is important and useful. It means getting the cooperation of people like newspaper reporters, radio and TV people, writers, teachers, key persons everywhere. It means also that you have to work very closely with people like publishers. Publishers, booksellers, librarians and printers should all get together because together they can do a great deal more than they could separately.

The volume of locally printed and published material is always very small in a developing country. We have tried to overcome that particular problem by forming what we call a Book Development Council. But what does a Book Development Council do? It brings together the librarians, the publishers, the educationalists, the teachers, the printers and everybody concerned with the book in some way or another to work out solutions to common problems. A great deal can be achieved with a Book Development Council. A Council can help to make clear that it is in everybody's interest to promote books and libraries. For example, what can publishers do to help libraries? They can support libraries in many ways, by working with librarians to produce the right kind of books that are needed and it is for you to support the efforts of publishers by buying those books in quantity when they do become available. In such ways, much can be done in a Book Development Council if all the different groups get together and library development becomes that much more possible.

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QUESTIONS AND ANSWERS FOLLOWING THE PAPER.

Question: Speaker unidentified
Brief comment on your initial impression of public library service in Papua New Guinea or perhaps just library service.

Answer: *Hedwig Anuar*
I can't say very much at this stage because I have not visited more than one public library as well as the University Library and the National Library. But I can see there is a tremendous potential for development because you already have so many people training here to work in libraries; you have children who are eager users of libraries but I am sorry to see in the Public Library at Ela Beach that the Children's Section is very small and that in the National Library building the Public Library Section is also very small. I would like to see that aspect of the National Library work expanded a great deal more on lines similar to that of the National Library of Malaysia. As you have a system of provincial governments, I assume that you would have one major library in each province which would serve as the main public library from which all other services will operate. At the same time the Provincial Library would liaise with the National Library in collecting provincial literature, everything published in that province, and listing and forwarding it to the National Library. Each Provincial Library would also provide a reference and an information service as well as a lending service to the whole community. In certain places you may want to combine the school and public libraries as well. It has been tried in some countries but it has not also always worked out because the adults tend not to want to go to where the children are.

Question: Speaker unidentified
You said that the library provides information and libraries make the people good citizens of the country and the nation: I am just wondering what proof you have to say this.

Answer: *Hedwig Anuar*
The proof is when people come to thank you for the service, thank you for helping them find the answers they need to their particular questions and problems.

Question: Speaker unidentified

How did you go about introducing or making children's library service an important part of the library service in Singapore? Could you give us some idea on whether we should ignore the village people and concentrate on giving library services in the towns.

Answer: *Hedwig Anuar*

I think we have something in common with you there, that we all regard children as very important. I understand that in your own culture, children are looked up to and treasured very greatly and this the same in our society as well. We started the childrens service by contacting schools. That is usually the easiest way to make contact with the children - through the school and through the teachers. Another way which would be suitable in villages is through the health clinic to which mothers bring their children for their health innoculations and regular check-ups. It is possible to do this by having the librarian go to the clinic where the mothers and the children will be. In the rural areas the mother may be illiterate, but she certainly wants her child to get well, so she will bring the sick child to the clinic and if the child is not going to school, the mother will perhaps be willing to send the child to the library or to get a book for the child.

We also encourage the mother to come with the child to the library and to sit with the child during library programmes such as story-telling. We have special programmes for the younger child. The librarian tells stories to the child as the child may not be able to read yet. The child may be three or four years old, so the mother comes with the child. We publicize by radio, and in the press and so on that children are invited to come to the library on a certain date and certain time and when they come to the library, they listen to a story and take part in some games. Usually it is a group of, say, ten children of four or five years old, with their mothers. They listen to a story first. Later on, they take part in some games and sing together. Then the mothers take them home and bring them again the following week. This goes on for a time till both mother and child get used to coming to the library after about eight visits. The child wants to keep on coming because he has enjoyed himself so much and when the programme ends, the mother will ask if they can continue coming because her child has enjoyed himself so much. The library usually ends up the programme with a little party and we involve the mothers by inviting them to, for instance, bake the cake, provide the sweets and gifts for the children or bring along a toy so that other children can share in the fun. We also go to schools and talk

to classes or have class visits to the library. Another way to reach children is to go to kindergartens, to church groups and to any homes for children. We have a number of social welfare homes for orphans and for different types of handicapped children. There are homes for retarded children, for the spastics, for the deaf, for the blind. If they find it difficult to come to the library, we will go to them bringing the books with us, bringing games and toys and films, and we conduct programmes for the children in these homes on a regular basis, about once a month. We have talking books and braille books for the blind children as well. It is most important to get the co-operation of the teachers. Once the teachers are persuaded to bring children to the library, that is a good start. One child comes and he goes home and tells his brothers and sisters about it and the next time, he will bring them along to the library too, and so it has a snowball effect. More and more of them come and then they will drag their mothers along with them, especially if they are too young to come to the library by themselves. This is why we try to have branch libraries now so that it is easy for children to get to the library from their homes. They do not have to travel a great distance. In a village, I imagine that media may be a bit difficult and your nearest library may be some distance away. But perhaps once a week, once a month, whatever it is, there could be a bus, or PMV or some other transport provided to take the children to the library with their mothers.

Question: Speaker unidentified
What is the relationship and the types of co-operation between the Singapore Government and the library?

Answer: *Hedwig Anuar*
The National Library is a government department under the Ministry of Culture so it operates like any other government department. I think we were very fortunate because our Ministers were very pro-libraries and they wanted to have public libraries developed very fast. In many developing countries, it is difficult for government people, including civil servants, Ministers or Members of Parliament, to understand about public libraries because they themselves may not have used libraries when they were young. Perhaps they may have used just the school library or when they went to universities, they may have used only the university library and they may have no idea of a public library which everyone can go to. This is a very big problem and the

only way to overcome this is to educate the politicians. And this means trying to be friendly with them. If you happen to know a Minister or a Member of Parliament, you should get as friendly as possible with them. A very good thing to do is to invite them to the library on every possible occasion, for instance, whenever you have any little ceremony, such as somebody giving you some books for the library. It is very good not only to invite the Minister to come and accept the books for your library, it is also very good to invite your Member of Parliament or important community leaders in the area to come to the library and accept the books on your behalf. And when this person is in the library, you take him around and show him what you are trying to do. Another way of getting more support from politicians is by trying to supply their information needs. Find out what they are particularly interested in. One Member of Parliament may be interested in road development or another one may be interested in health problems, nutrition, food and things like that. You try to find out what they are interested in and help them along with their problems, then they are ready to begin to appreciate you. The first time you supply them with some information they are usually very pleased and very surprised that the library can do this. They do not have any idea that this is what the library is supposed to do. And you will find that they appreciate any little service that you can do for them. If they cannot come to the library, you should make it a point to send them the material either to their home or their office or to Parliament - I do not know if you have a separate Parliament library. In Singapore, the Parliament Library is rather small and a bit of a luxury and it is easier, in fact, for some members to use the National Library directly, which many of them do. It may not be the same here. But whatever library is serving them, it is very important to service them well and give them priority, then you really make friends.

Question: Speaker unidentified

You have mentioned about the strategies in library development but there are certain elements which I think are very important and one is, for example, the University of Papua New Guinea Library. There are thousands of books there, but yet we do not make use of them. We only tend to specialize in the field that we are interested in. In regards to that statement, I think the most important thing is the actual use of the library. That is, if we are going to start our library in the rural areas then how effective is that library going to be? If a person goes and get information through that library, is the information he gets going to be effective or not?

Answer: *Hedwig Anuar*

A university library is rather different from a public library and the books there may be needed by fewer people. But I tend to agree with you. I think that if a book is not read in the library, then it is a waste of money to have bought that book and to have it processed and put on the shelves and so on. The most important task is to choose the right books and make sure that they are useful for people. I agree with you that the most important kind of reading that is done by everyone in developing countries is of books that are useful, books that give information, not books that are read for the pleasure of reading. But this is just a stage in the development of reading. In Singapore, when the public library service began, people read more non-fiction than fiction or novels, but in more recent years, their range of reading has widened and now we find that fiction is more popular than non-fiction so people are reading for pleasure too.

Question: Speaker unidentified

You said young readers are VIPs. I would like to ask if you mean that when giving library service to the children we should give more emphasis to the children rather than the adults.

Answer: *Hedwig Anuar*

I don't mean that we should forget about the adults completely. If the adults come along, it is well and good. We should serve them when they come. But at the start of the service, we should go out of our way to attract the children first to the library and not spend too much time trying to attract those adults who are indifferent to libraries and books. After promoting the library for children, we should try to attract adults in non-bookish ways: that is, through talks, film shows, discussions, concerts, etc. This means that even if they don't read books, they are still using the library and enjoying something which they may not have otherwise. We believe this is equally as good as providing a book for the reader: we are providing them with an important experience.

Question: Speaker unidentified

How can the library serve old people who cannot read?

Answer: *Hedwig Anuar*

I think it depends on what they want. If they don't want to read and if they feel they are too old to read, we don't lend them books that they are not going to use. But I think we can still provide some service to them in terms of non-book material such as film shows. We have a movement in Singapore now where young people in school are encouraged to visit old people regularly in old people's homes. It is very important to make old people feel that they are wanted, that they have a place in society. One way to do this is to ask them to record their stories on tape or to write them down for them or to ask them to tell stories to an audience.

SESSION TWO

STATE OF LIBRARIES FOR THE PUBLIC IN PAPUA NEW GUINEA

SPEAKERS

ROSLYNN MEMBREY
PATRICIA MEHEGAN
CATHY BASILIUS
PAM QUARTERMAINE
BRUCE YEATES

SESSION CHAIRPERSON

ROSS SHIMMON

THURSDAY
OCTOBER 18TH, 1979
10.30 AM - 12.30 PM

ROSLYNN MEMBREY

I am going to talk about the *National Library Service's Role in the Information Process*. In this I will be covering what we are currently doing and what we hope to be doing in the future, with particular emphasis on the future. Please remember that I am talking about what I see, at this point in time, as the National Library Service's role in the future. We have a staff shortage in the National Library at present. We have had to have some dreams and most of the dreams about which I am talking this morning are mine. What actually happens in the future may be different, as our new staff whom we are currently trying to recruit may have different ideas to mine.

When the National Library was first thought about and established; there was a great deal of criticism particularly from politicians who said *Why are we erecting this magnificent building in Port Moresby when people in that city are already very well catered for in relation to libraries? What we really need is a rural library network or rural information system.* Our answer was *When we have the building, we would then be able to look at providing services to the rural areas using the building as the base because any service needs a base.* The politicians seemed to accept that and now we have the building, and we have a National Library Service. They are now looking to us to provide the service in the rural areas that we promised and since we have some staff we might as well think about it.

The state of the present situation is that we have this lonely building in Waigani; it is lonely from two points of view: firstly it seems isolated from the surrounding buildings as at present it just has a couple of trees in front and secondly it is lonely inside as there are not many people working in there at present, but I hope in 1980 we shall see a change. It is my feeling that before we go into the rural areas, it is no good just saying *We must go into the provinces and provide service to the rural area. We will do it.* We must find out what the people in the rural areas want; what they need. They may not want information. On the other hand they may want the type of information that we are unable to provide. I am thinking in particular of the old days, when we had people called kiaps, the patrol officers. In the rural areas they were the information officers.

If the people had problems, and if they wanted to know more about them, they went to the kiaps usually obtaining some sort of answer. That does not happen so much these days. I wonder if librarians should not be kiaps in some sort of way. These are all the things one must examine and to which we must find answers. We must send some of our staff out into the rural areas and speak with the people who have been working for a long time in those areas e.g. government liaision officers, agricultural extension officers, health officers, Development Bank officers, etc. We must find out what sort of questions the people living in the rural areas are asking. What they need to know? Whether they can read and if so, in what language; if they can read, what do they want to read? Do they want information material? Do they want fantasy material, folklore, legend, fiction, etc? If they want information, what sort of information do they want? We have to identify needs before we can establish library and information services in the rural areas.

Having said all that, I think I can see from my present position, some ways in which we can help people in the rural areas as well as the urban areas from our building in Waigani. I am looking at the range of modern technology. By this, I largely mean machines like computers. Computers overseas now store a great deal of information which is only accessible to the library and its users through computers. It will be up to us to work on how to gain access to this information relevant to Papua New Guinea held in these overseas computer data-base services and then establish a service for Papua New Guinea. We may have to look at establishing our own information data base here in Papua New Guinea specialising in Papua New Guinea information e.g. everything that has been published about Papua New Guinea and special information about agricultural development, social and welfare development etc in Papua New Guinea, as well as material from overseas relevant to problems facing Papua New Guinea. I think we in the National Library, as well as looking at these computer information data bases, must get down to much a more practical level immediately by providing bibliographies. I do not mean just the *Papua New Guinea National Bibliography*, but I am talking about subject bibliographies that people might need. Mrs Anuar earlier mentioned telephones. We can establish a library information service by having a small room with a few ready reference books and a telephone and we have been thinking about this. As yet we have not established such a service due to lack of equipment, however, the establishment of a telephone

reference service is high on our list of priorities. Whatever we do, whatever sort of information we provide, it has to be up-to-date. The information we want is in material that has been published both here and overseas in the last few years and which will help people to develop their own capabilities in Papua New Guinea. So from this point of view, we must create our own bibliographic records, and therefore need in the National Library Service, expert bibliographers and information scientists who can do this for us and help us provide the service that we see as being needed in the rural areas.

In providing such a service, the important thing, I think, is that we will be relying heavily on inter-library loans from other libraries, both from within and from outside Papua New Guinea as well as gaining photo-copies of material outside Papua New Guinea. It is pointless to have a big building with a huge collection of books and other materials in Papua New Guinea. Pointless from the point of view, first of all from where would we receive the finance to build up a huge National Library and secondly from the other point of view, it would be a waste of our resources if we received large sums of money just to spend on books and other materials which may or may not be referred to once in every five, ten or fifteen years if at all. It would be probably better for us to obtain this material on inter-library loan from the better developed libraries in other countries and the resources which we can acquire here will be more available in other services to the people.

The services that I have just outlined are directly related to our Reader Services Division in the National Library. However, we have several other division, sections, and branches in the National Library which have the potential to provide services to people in the rural areas and I think particularly of the proposed postal lending service. We will probably use our present reference library and its staff to service people who request books and information in the rural area. The argument is that some people feel it is pointless having a major reference collection here in Port Moresby if it is to be used extensively for postal loans so we should build up a second collection that is a reference collection which would be available for posting. From my point of view, I do not think we would receive funds, resources, and staff to do that, so we will just have to use existing resources.

Another service that we offer to the rural areas is our Film Library. We have about 5,000 16mm films at present. We pay to airfreight the films to borrowers in the provinces and they pay the airfreight to return the films, when they have finished viewing them. That service again is limited only to 16mm films. It needs a lot more development. We perhaps should look at video cassettes and other audio-visual formats where people in the rural areas have the facilities for play back, looking at film strips, slides, tape presentations, etc.

Another of our services to the rural areas is the School Libraries Service where we hope to build up libraries in schools and we hope those libraries will not only be limited to the kids who attend school. If we can have enthusiasm among teachers, they can encourage both kids who are unable to attend school and kids who have been in the schools perhaps in the community schools but not secondary schools or other people who have been taught to read, to use the libraries in the schools. I am not calling them school libraries because the term has a connotation that the library is particularly for the school and its pupils. We would rather see that the library is available to the community in which the school is established. We are making a lot of plans for developing these school libraries.

The final service I wish to mention is the Public Library Service. Most of our public library services are small and need development. We have made plans in the past for putting a small library in the villages, in rural areas, in rural centres and so on. For one reason or another our plans have never been developed. When we recruit our new staff in 1980, we may be able to extend our plans for public libraries. The Provincial Governments at present are responsible for the libraries in the provinces. They must be aware where the National Library Service can assist Provincial Governments to develop their library systems without the National Library Service taking over that role again.

In summary, I have been talking of the plans that we have in the National Library for developing information services in the rural areas. Most of these plans can be implemented by merely an addition of staff. Then I hope as the need is created, we will be able to purchase the material but initially we need staff to undertake the research work to determine that information and library services are needed. We must prepare our projects

in detail and hopefully receive the funding to commence providing library and information services to the rural areas.

The last thing I wish to mention today is the staff of our National Library and every other library in the country. If we really are serious about providing library services as an information service to people in the rural areas or urban areas or wherever, our job is not a 7:45 to 4:06 one. Our job is a seven-day a week, 12 hours a day job. You cannot go home at the end of the office day and forget your professional obligations. You must become a public relations man or woman to the library and to the information service the whole time, the whole of your life. If you are not prepared to make that commitment, join some other profession. We must be totally committed and that is why we are here today and are interested in providing library and information services. People want to come to our library when they have finished work; they want to come on Saturdays and Sundays. That is the most important for us to work on: during the day we do the boring stuff. We do the interesting stuff outside normal hours when people come to see us and ask questions.

In summary, the two messages that I hope I have given you today:

1. The National Library is not just a building sitting over there in Waigani with a couple of trees in front of it, it is an active and vital library that will be even more active and vital when we get some more staff;

2. It is up to you, it is not up to me; it is up to you to help us to provide the services that are needed in this country.

PATRICIA MEHEGAN

I have been in Papua New Guinea for seven months and my contact with public libraries has been through the Ela Beach Public Library where I work, and to a lesser degree with the Waigani Public Library. In order to prepare a report on the state of public libraries in Papua New Guinea, I should really have been able to visit them, however, this was not possible due to the cost and time involved. I therefore sent out a questionnaire to the public libraries in each province in order to try and determine what the state of public libraries is. From the nineteen questionnaires which I sent out, I received answers to fifteen, which I think was a remarkable response, and which shows that the staff in those libraries are concerned about what is not happening in the public libraries of Papua New Guinea.

From the replies, I was left in little doubt about the state of public libraries in Papua New Guinea. I would like to read to you some of the answers to some of my questions which I think will lead you to the same conclusions as mine which is that the state of public libraries in Papua New Guinea is appallingly dismal. I will only read out the general comments, as there is insufficient time to read out all the specific details, and I will only read from some of the responses.

LIBRARY A

Response: *We are not getting any new books, as since the Provincial Government took over control, there has been no money allocated to buy new books. Before, when the public library was under the control of the Central Government, we used to get new books from them. I suggest that the public library should be under the National Library Service so that it can be run properly. The Provincial Government here is not even thinking of the library.*

I might add that of the fifteen libraries which responded to the questionnaire, only one had a subscription to the *Post Courier;* a few have donated copies of old Australian newspapers; one had a copy of *Wantok;* two had copies of *Niugini Nuis,* and that to me, is an appalling state of affairs.

LIBRARY B

The librarian of this library whom I think ought to be congratulated, and whom I do not mind mentioning comes from Kundiawa, ran a street stall to raise funds for book purchase. She raised K150.00 to buy new books, and she also uses her own money to buy books for the children's collection. She has for the first time this year received K3000.00 and if this sum is received each year, that should be sufficient to keep the present stock going, but of course may need more.

LIBRARY C

Question: Are you satisfied with your library service? If not why?

Response: *There is little room for expansion; the new home for the library is the oldest office building, and when renovations have been completed there will be a new reading room and we will have more space. Hopefully this will allow more borrowers to have access to the library, and we will extend opening hours.*

Question: Does your Provincial Government help you?

Response: *How much assistance is given from Provincial Government is not known. It may be that the priority in education is elsewhere, but it is certainly not in library services.*

Question: How do you think your library could be improved?

Response: *It could be improved by putting up a new building, as where we operate from now is only part of an office complex. There is very little room in which to move around, and we need more space for people to sit around and read magazines and newspapers.*

Question: Do you think that your library service would be helped if the National Government and the Provincial Government both financed the library.

Response: *Yes, and if the National Library Service helped to run it, provided advice and helped with book selection, processing etc. We would also help in choosing the books as we know what type of book people read. If we could have trained librarians to visit and offer advice, it would be most appreciated.*

LIBRARY D

Question: Is the building in good condition? If the answer is no, what is wrong with it?

Response: *When it rains, there is a flood on the concrete floor; not enough space for new books, the children's section, staff working area and no staff tea room.*

Question: How long is it since you had new books?

Response: *1977. Since the Provincial Government took over, we do not get any new books.*

Question: Are the books in good condition?

Response: *Reasonably good.*

General comments from library: *If the old system has to be used again, then funds should go back to headquarters in Port Moresby. Books, periodicals, magazines and newspapers would be ordered by headquarters and distribute them to each public library branch.* They also suggested a fee should be paid to become library members, however, I do not agree with that. *We also need a new library building with a separate children's section, work room, tea room, and kitchen. We need labour to clean inside and outside the library, and a photocopy machine for each of our branch libraries. Also all library buildings should have air-conditioning. Our present library has no toilets and no ceiling fans; all chairs and tables are broken; there are no water tanks; the clock is broken and it needs a new one; the cupboards are broken and the whole library needs repainting. I have reported all these things but nothing has been done about them. I would like these things put right, so the library can be up to date. I am not happy with this library, but I want to work for its improvement.*

LIBRARY E

Question: How long is it since you had new books?

Response: *Two years.*

Question: Are the books in good condition?

Response: *No*

Question: Do you have money from your Provincial Government to buy new books?

Response: *No.*

LIBRARY F

Comment: *No newspapers.*

Question: How long is it since you had new books?

Response: *Not since 1975; any new items which we receive are donations and are secondhand.*

Question: Do you have money from your Provincial Government to buy new books?

Response: *No*

Question: How do you think your library could be improved?

Response: *By providing more funds to enable us to purchase new books and improve reading facilities.*

Any other comments: *More need for inservice training for those with no formal training like myself; a need for more library service in the rural areas and for librarians to visit us for on the spot advice.*

LIBRARY G

Comment: *No newspapers.*

Question: How long is it since you had new books?

Response: *1977.*

Question: Would you have more borrowers if you had a better building?

Response: *Yes.*

Question: Does your Provincial Government help you?

Response: *Not much help is given.*

Question: How do you think your library could be improved?

Response: *If we had a new building and staff training was conducted. Also if someone from headquarters came to advise on the selection of books etc. If we also had more funds. At present our library service is poor, as all funds and financial matters for libraries have been handed down to provincial government - we no longer receive any new books. All periodicals are not up to date, and we just do not receive parts anymore. Staff must be respected for their efforts and work, and at present there is no-one to check our worries and problems. So we hope the PNGLA conference this year will talk about some of our problems and help us find some solutions.*

LIBRARY H

Question: Are you satisfied with your library?

Response: *No, because there are not enough staff and no books*

Question: How do you think your library could be improved?

Response: *By a new building, staff and new books*

LIBRARY I

Question: Are you satisfied with your library?

Response: *No, because there is no stock and no-one to give service.*

Question: How do you think your library could be improved?

Response: *More books, more staff and longer opening hours.*

Comment: *No newspapers*

Question: Do you have magazines?

Response: *Yes, but they are not up to date.*

Question: How long is it since you had new books

Response: *1977*

Question: Do you think that your library service would be helped if the National Government and the Provincial Government both financed the library.

Response: *Yes. In this way it will really help libraries develop in this country. I have worked for many years in the Public Library Service under the National Government, and this approach provides better services such as planning, staff, book selection, processing, staff training and equipment. Now, under provincial government, most librarians find it hard to cope with the above mentioned. Another problem now is the question of staff transfer to other provinces, as it has now become very hard, and this will become even harder unless the National Government and the Provincial Governments jointly man the public library service of Papua New Guinea.*

I also had a letter from a country lending borrower who was complaining about the lack of service in the province in which he currently lives, and after further correspondence he wrote, and I would like to read this:

Dear Mrs Mehegan,

Thank you for your letter, and I would like to help you with your paper, however, this places me in a difficult position, as I am unsure who is responsible for the running of the library and who finances it, and who sorts out its problems. I really do not know what has happened, and my attempts to find out have yielded little. My wife and I are avid readers who have spent the last fifteen years in the Panama Canal zone attached to the Smithsonian Tropical Institute. In order to keep up with reading outside our field, we spent about K20.00 a week on books, in addition to what we borrowed from the public library which was about five to ten books a week. We have lived in this country for two separate years of research 1970-71 and 1973-74, before our present visit.

On this visit, we have found that the librarian is a teenager, and that the library has been open infrequently, irregularly and unpredictably. We drive to town on the days when the library is supposed to be open, only to find it closed and have more or less given up hope. When I approached the ADSec about it, he told me it was the responsibility of the Town Council, however, we do not have a town council. I have almost given up on that one. It is therefore difficult to sort out where the responsibility lies, but it has to rely on the expatriate community for their concern. The library is supposed to be open Monday, Wednesday, Thursday and Saturday for two and a half hours on each of these days. We know what happened in the past, but now when you find the library closed and find children sitting hopefully on the steps waiting for the door to open. Our patience has gone and I am sure that their patience has gone too. We have written letters, but am not sure how much further we can help. If the problem of the library is purely a financial one, we would be prepared to donate monthly up to K20.00, and we could probably find other donors.

I also prepared a questionaire for users to try and determine their opinions. This was only given to Papua New Guineans who came to the Ela Beach Public Library. The overall answer which I received was that virtually all of the users were dissatisfied. Of all the responses I received, there was a constant theme the library was important in their lives, as it had something to offer, could give them information which they could not find elsewhere, and it also helped their children.

The Ela Beach Public Library is both old and decrepit; it is uninviting and even forbidding. The book stock is old, and not really relevant to Papua New Guinea citizens. The childrens section leaves more than a lot to be desired, and it is the bare of my existence. This distresses me, as it is to the children to whom we must aim and concentrate on. If I had my way, half the Ela Beach Public Library would be given over to service to children.

The Public Library at Waigani is small, and just a minute part of the National Library Service. If we are to see proper public library provision in Port Moresby, there obviously needs to be a major building programme. My concern is that we need a public library service in the more urban areas of Port Moresby rather than at the administrative centre of Waigani there are just no other public libraries.

There is an obvious need to improve public libraries and support for this must come from librarians themselves, government in general and, of course, from the public. There also needs to be a new look at the services required to meet the needs of Papua New Guineans. One of the things we have started at the Ela Beach Public Library is a Community Information Referral Centre: I consider such a service to be an integral part of the public library's work, so that people can find out what is happening in their community.

There is an obvious need for more development in public libraries in Port Moresby and with my experience in this field I hope I can make a contribution to this development. Apart from the Community Information Referral Centre, once the South Pacific Festival of Arts Secretariat moves out of the end of the Ela Beach Public Library building, I plan to have regular sessions of activities for children comprising storytelling and related activities, exhibitions, play readings, discussion groups, films and even small-scale concerts. I also hope to have some books and, even more hopefully, some audiovisual equipment! Again this requires support and I need this from the library workers, the public, and of course from the Department of Education who must provide the funds.

To be unable to read in this society constitutes a very serious handicap which can affect everyday aspects of living. To be able to read and not have access to reading materials is equally as serious. Both these factors constitute a block in communication and development for groups and individuals. It is all very well to talk about radio and television bridging the gap and acting as a culture jump. However it is still true that the printed word has the greatest impact and the longest effect on all forms of communication. A book, newspaper or magazine may be kept for a lifetime and referred to whenever the desire or the need arises. Books are a most important element in the education process: a child who is introduced to books early in his or her life, and who continues to read for reference or enjoyment, is not only half-way to being educated, but has an incomparable advantage over other children who are not so fortunate.

In Papua New Guinea libraries are affected by the problems generated by unequal distribution of wealth and power, as well as other factors such as geographic location, age, and education which also largely determine status and affect the quality of life. Libraries here serve only a small

minority of the population and the people who have most need of a library service have the least access to it. In other words the poor or geographically disadvantaged do not get their money's worth from the library. The public library service must increase the benefits which the poor can receive from the library in order to ensure the effectiveness of its value to the whole community. Illiteracy is a major plague and one of the greatest obstacles to development in Third World countries. There should be greater emphasis on the importance of literacy work in enhancing the value of human resources as every investment in the eradication of illiteracy is a benefit to all and will help to develop this country.

School and public libraries are both needed in the community. They should work together to give the best possible service to children and adults. They are both places to learn, and the public library is the centre of culture and information within the community. Libraries are as much, if not more, for people reaching out as for people staying within tradition and library use is therefore likely to go up rather than down in developing countries like this. At this particular time, when information dissemination is under critical review in Papua New Guinea, it is surely also the time to take a critical look at the most important community information service - the public library. Not just take a critical look, but review the situation and develop a public library service throughout the country.

Libraries are agencies which provide information in many different forms to the whole population. They have several advantages as channels for access to information: they have no partisan affiliations, no doctrine to promote (except in religious institutions), no advertisers to please, and rarely anything to hide. They function as brokers to users of information by acquiring and processing as many different kinds as possible and delivering to users. At present in Papua New Guinea, libraries depend almost entirely on foreign literature for their shelves; acquisition of this material is one of the biggest and most difficult problems facing libraries in this country. This is because of lack of finance, lack of selection materials, a slow and unreliable postal service to Papua New Guinea, and a lack of close cooperation between librarians and publishers. So I think there is a need for, and benefits

to be gained from, a centralised acquisition and processing centre in one main library to service the whole country. The library system in all provinces should be the same with all provincial governments following the same national plan and policies in an attempt to upgrade, standardise and keep current libraries in Papua New Guinea.

Before anything can be done to upgrade the public library service in this country we have to ask ourselves: what are the objectives of the service? for whom are these objectives? and how are these objectives to be fulfilled? The first objective should surely be to provide, within the structure of the library, materials for the informational, educational, cultural and recreational needs of the community. Other objectives should be to participate in the acquisition, organisation, dissemination and storage of information and to provide the professional and para-professional expertise to ensure the optimum benefit is derived from the existing or proposed library resources.

Why are these the objectives? To fulfil the need for information, both private and public, from school age to maturity, and to make sure that it is freely available to every member of the community and not restricted to those who can afford to buy books or to those who are able to find out for themselves. To ensure that any leisure time people have for reading or studying can be used in the best possible way. To assist children and adults, through the use of the library's materials and services, to realise as far as possible their potential for development: because literacy and awareness must be developed simultaneously with village, industrial, primary and secondary industry development if this nation is to ever be anything other than one of haves and have-nots; if it is to develop its richest natural resource - the people.

For whom? For all members of the community regardless of geographic location, ethnic origin, sex, colour, creed, degree of literacy, or size of bank account. A public library service is for the use of every individual. A disproportionately large percentage of the population of Papua New Guinea is poor, untrained, semi or illiterate, unemployed, eking out an existence on a small garden plot, living in makeshift housing and squatter settlements, and as far as libraries are concerned, these people are at the bottom of the list. Are they going

to be left there? Or are they going to have the benefits of a degree of literacy and awareness of what is happening or may happen to them through the many resources which a library can offer them and so ease the communication gap from a Stone Age system of communicating knowledge and information to the sophisticated systems they will face in this age of technology which they are about to be thrust into whether they want it or not.

How will these objectives be fulfilled? By making sure that proper recognition is given to the role of the public library service throughout the country. By developing a national plan or policy to standardise, upgrade and keep current all public libraries in Papua New Guinea. By selecting, acquiring, organising and maintaining the widest possible range of factual, instructional, scientific, humanistic, imaginative, and recreational materials whether this material be print, non-print or electronic to suit the requirements of the individual users. By providing a suitable environment in which users may see, read, hear, view, discuss or borrow these materials whether in library buildings, mobile units, in institutions or within homes. By providing convenient locations and opening hours for library services with easy access by public transport and, more importantly, within walking distance to users.

There are many other points I wanted to raise but I do not have the time. I shall therefore finish by saying that the right of access to information is what libraries in a free democratic society are all about. Otherwise they are not worthy of existence, let alone promotion, and it is my belief that no matter in what form news or literature is presented, it is the library's job to acquire, store and exploit it to the full for the mutual benefit of the people, the country and its government. Libraries form a vital part of man's system of communication and education, and they make available books and a variety of other media knowledge which has been accumulated through the centuries. People in all walks of life - students, business people, teachers, housewives, clerks, heads of government departments - use or could use library resources. All in all, the library ranks as one of man's most useful institutions and could, should and indeed MUST be used far more in this developing country than is currently the case.

It is up to you - the citizens of Papua New Guinea - to recognize the need for a public library service and to press for legislation, policies and implementation. It is up to you to make the most of the existing expatriate expertise while you can in order to develop such a service. Instead of sitting back when executive positions come up on the Library Association or other such bodies, get up and volunteer - don't wait for an expatriate to do so! We are here to help you but it is your responsibility to take the first step. It is your country and your public library service - you do something about it and we'll help all we can.

CATHY BASILIUS

The Rabaul Public Library is administered by the East New Britain Provincial Government and is the largest public system in Papua New Guinea at present. It has over 21,637 books in stock, and 31 periodical subscriptions; our borrowers total up to 14,381 and of these 5,503 are expatriate adults; 1,457 are junior expatriates; 3,444 are PNG adults and 4,077 are PNG junior borrowers, the majority of which are community school children (1). We have our country lending service but at present it has a small number of members. We have a staff ceiling of six. The positions which we have are: 1 Librarian Grade 2 position, 2 Librarians Grade 1, 2 Assistant Librarians Grade 2, and 1 Assistant Librarian Grade 1 which is vacant at present. We do not own our own building and at the moment we rent premises from the Anglican Mission which costs about K86.00 a week. This means we are spending about half of the annual budget in rent. Our new library building plans have been approved and we hope that the new building will be completed by the end of 1980. The Library building is to be included in the new multi-purpose cultural complex for Rabaul. This complex is to include facilities for cultural activities and will include archives, an open air theatre, and other associated activities and cultural display facilities. We have had problems with the land acquisition, however, this has now been overcome, and therefore the committee has decided that the library building can go ahead. We have the funds available and now we are only waiting for the final plans of the building to be approved.

The Rabaul Public Library offers services to the schools. Around the town of Rabaul, we have 5 community schools, two international primary schools two provincial high schools, 3 colleges and one vocational centre. The students from these schools come to use our library. Due to the large number of students in the community schools, we have had to timetable their visits as we only have a very small section for the community school children. We have a community school group come at 1:00 and another at 3:00 in the same afternoon. High school students can come any time. Since my appointment as coordinator for the cultural and library service in the East New Britain Province, one of my tasks has been to visit schools and to advise on libraries. I made a few visits last year and at the beginning of this year, and from my visits I have discovered that many schools just do not have libraries at all. In high schools, where there are libraries, they are in

a very poor condition. They have no trained staff to look after the library and most of the expensive books are just sitting on the shelves uncatalogued and unprocessed. One of the problems which the school libraries have is staffing. They say they cannot find properly trained staff to run provincial high school libraries. I think one of the problems is that the provincial high school has to make funds available from its own resources to pay for those who are working in the library. For those who work in school libraries, I think the salary that is offered is very low and so they tend to seek employment in other types of library where salary levels are higher.

The Rabaul Public Library also serves the community. The Library Service staff are very upset as we feel the service is not serving the community very well. Our staff has expressed their concern regarding training and the state of the present books we have in the library. Most of the books are very out of date; the majority are fiction books, and the non-fiction books are very old. We have a small reference section and our latest acquisition is the *World Book Encyclopedia*. We have tried to make arrangements to go out to visit community schools and try to improve their libraries. However, we have found that one of our main problems is the lack of funds: our allocation for this year was less than K18,000 and this is to include travelling expenses and the purchase of new materials. We have been trying to impress on the Divisional Head the need to go out and improve these school libraries. We have attempted to gain an increase in that amount, as we cannot do any travelling without the money.

Our Divisional Head is showing interest in the new Information and Referral Centre started at Ela Beach Public Library in Port Moresby and we have asked Mrs Patricia Mehegan to come over to Rabaul to discuss the project with the idea of introducing a similar service in Rabaul. The Rabaul Public Library has been regarded as the main link of the libraries in the Islands Region, but with our present staff we are unable to do much in providing information to the other islands. We very much need assistance from the professional librarians. Since the East New Britain Provincial Government took over responsibility for public libraries from the national government, we have faced many problems in regard to upgrading our information sources in the library. We feel we are very out of date in Rabaul. We have not had any further training during the past 5 years,

although we have tried to convince the Provincial Government to allow some of the library staff to return to the Administrative College of Papua New Guinea for further training, particularly at Diploma level. So, we need some back up from Port Moresby to convince them to our need to upgrade our qualifications. Many of the staff feel that their work is monotonous and we are very depressed with the Provincial Government for not allowing some of us to come for the further training in order to improve our service. We hope when Mrs Patricia Mehegan comes over to Rabaul, she may be able to solve our communication problems. We hope to gain from the papers presented at this conference, many new ideas of how we can improve our library and information services to the community in the East New Britain Province.

1. *Community schools* - these schools provide six years of basic primary education, and the pupils must be at least aged seven on entry.

PAM QUARTERMAINE

I am not a librarian. I am here as an invited guest to give the little information I can and perhaps answer some questions you may have. I am in the team of Education, Science and Culture, Mr Songo is my Secretary for Education and we are in the National Institutions wing. This means that teachers colleges are in the section of the National Institutions and the particular section with which I am involved is the Teacher Education Division, the chief of which is Mr Taina Dai, for whom I work. My particular job is the colleges; the primary teachers colleges or community school teachers colleges and the curriculum; and courses those colleges are teaching and the staff who are teaching those courses. I travel throughout Papua New Guinea on a regular basis to visit the teachers colleges. The purpose of my visits is to inspect their work and where applicable, offer advice. We have ten of these primary teachers colleges across the country: we have four in East New Britain; one each along the North Coast at Wewak, Madang and Lae; two in the Highlands, one at Tari and one at Mt. Hagen; and one in Port Moresby. These are colleges that prepare teachers for the community schools and these community schools are, as you know, definitely rural.

I feel optimistic about our teacher colleges in relation to libraries, because we have come a long way since Independence. We are doing the best we can, we have come from having no books, no library facilities and no staff. We have come from having many small colleges all over the country to the situation over the last ten years, where we have ten teachers colleges and each one of these teachers colleges has a very nice library room. Many of the colleges have especially impressive libraries as far as the buildings are concerned. Many of the colleges have been rebuilt or consolidated over the last 10 years and in 1979, it is possible to say that all of the colleges have good-looking library buildings and all of the colleges have staff who are nominated to look after the library. Some of them are trained librarians by overseas standards and others are teacher librarians; some are library officers (1) and library assistants (2) but there is at least one person who is nominated to look after the books that the college has in the library. So, we are progressing.

We <u>can</u> progress further and the colleges have the attitude to do so and we are reaching out for help to improve these libraries and the services

they offer. However, we are primary teachers colleges training community school teachers for the rural schools of the country and you will understand, I am sure, that our main objective is to teach those young people to be teachers. We do perform a very important task of teaching those student teachers how to teach reading to the children. Thus you can see that we are busy doing a very basic task and that is teaching how to read. We have the other obvious priorities of teaching maths, social studies, science, expressive arts, agriculture and other subjects in two years to Form Four students. The library and library staff have not been priorities in recent years.

Now, as we have libraries, and we have somebody to look after the library, we have reached the stage where we have drawn up a library studies course as part of our curriculum in the colleges. We only just succeeded in doing that for all the subject areas of our college course in 1977 to 1978 and it is continuing now in 1979 as a special project. To have library studies included in those basic courses of the colleges was quite an achievement; and when all the librarians or people labelled librarians came to Port Moresby in August 1978 for their workshop, it was an historical step in our small view of things to actually have library studies included with knowledge to that degree. However, we cannot teach the students very much in the Teachers College library studies course given the priorities we have and given the staff we have. Nevertheless in this course segment we aim to emphasize two things: (a) to help student teachers while in college to use the library that they have more efficiently. We are therefore teaching library skills, i.e. how to use the library, to those student teachers; (b) we are attempting to show how a school library in a community school can be organized. In this audience I can see at least four people who are now in the Teachers Colleges in the country. Perhaps when you have small group discussions and you want to know more, they will be much more informed than I am about the details of the college work.

I can tell you that we have undertaken a survey and we have a lot of interesting papers similar to those Mrs Mehegan was able to read to you but in particular our main emphasis is on serving those student teachers in the colleges. Whilst some efforts have been made to reach out to the community around the college, they would be mostly people like staff and staff families, demonstration schools on campus, their staff and families and perhaps high school nearby - there is no major outreach from the college to the rural community. We had one librarian some years ago who

introduced the Buk-a-Go, and with the help of another interested College lecturer, tried to reach out and make contact with people who went to church on a Sunday. They achieved quite a good response, but the problem that they found was that they did not have the kinds of books that village people wanted or could read. They asked themselves: *What kind of reading material do we have that village people in a well-developed area around Rabaul would like to read?* The students at that college took that challenge very seriously and they were helping this librarian and the other staff member to make the programme relevant to the people's needs. Students assisted them to try to prepare material that they could lend out to these people on Sundays. They wrote stories in their own local language or transcribed political news into Pidgin. They were really honestly trying to give reading material to those village people as they could read some English, Pidgin and local languages. Thus student teachers were trying to write books that they could lend. I understand that project is still continuing.

The main problem that the librarians in teachers colleges have is finance. However, being a national institution, there is finance available from the national government, but this is not always sufficient to purchase all materials, particularly books in the two main areas. The first area is books that can be read easily and are clear, as well as being relevant for the study courses that the student teachers are following. You will find the colleges deal with a lot of duplicated material and books from other teachers colleges which have been produced using the Gestetner. Much of the material is best described as temporary literature. The second area is children's books. Again the big problem is searching for children's books that seem to be suitable. I know that many of the books are international, but there is this constant search to locate or publish books in the area of studies for students, recreation for students and books for children that would be helpful for the student teachers to use in their teaching in the schools. These would be the most common problems expressed here in Papua New Guinea from the college lecturers. I will finish now and I have here the addresses of the colleges with names of Principals, not the name of the librarians I'm afraid, and also the extract from the national objectives, outlining the course details (3). This course is, I think, very relevant now. I also have an overview of the statistics of the colleges in relation to books which might interest some of you.

1. The term library officer is a designation no longer used officially by the Public Services Commission. Persons occupying such positions will have completed the Public Service Higher Certificate or equivalent and the Certificate in Library Studies at the Administrative College. New graduates are eligible for positions designated Librarian Grade One, and, with experience, for promotion to higher grades.

2. Library assistants are appointed at two levels - Assistant Librarian Grade One and Assistant Librarian Grade Two. All are required to have completed four years of high school, and, for an appointment as Grade Two, must have completed the Library Assistants' Certificate at the Administrative College.

3. Papua New Guinea: Department of Education. *National objectives for teachers college courses, part 2.* Port Moresby, 1978. p. 93-100.

BRUCE YEATES

I would like to take this opportunity to put forward a few observations about the library service in Port Moresby. In the first instance, as an academic, I find that the library facilities and services are very good indeed. Perhaps this is one of the problems that the library service faces in the country in that it is geared to those of us who have a Western style education and are involved in the formal education sector. For the person who is involved in community work, and remember I am a teacher of community workers, for the people with very little formal education, and for the people who live in the settlements in Port Moresby, the library service provides little or no information.

Why is this the case? The first reason has to do with the type of information provided by the libraries. Very little of the material is oriented to national development; very little of this material is oriented to village development and the technology that can be used by people in their village or their settlement. The young person in Kaugere (1) who is in need of employment needs informaiton of the kind that would enable him to create his own employment and that helps him to understand why he is presently unemployed. That information is not available to him and if it is available, it exists in a very complicated form. The person must deal with very complex social issues; however, we do not seem to be able to offer information that expresses his or her reality in the settlement. Librarians, I believe, must choose very carefully the type of information that is provided for the people. Secondly, the availability of material is quite important. I am a community development worker and I do have access to transportation. I can move around to the various government departments and agencies here in Port Moresby to obtain the necessary information. In one day I may have to travel to the Office of Village Development in Konedobu; I will have to move to the Department of Primary Industry; I will have to go over to the Ela Beach Public Library, and then have to travel six miles to the Waigani Offices before going back to my own office at the University to try to process the information collected. It is very seldom that I can obtain all the information at any one central place, and anybody who is living in a rural area cannot easily come to Port Moresby to collect that information. So, the information to a large extent exists within various government departments and agencies, but it is not made available to the people who need in a form which they can understand.

My third comment has to deal with the structure of the library service. At the present time, the user must go to the library; the library, as an information centre, does not come to the user. There has been an experiment in Port Moresby run by the library studies students at the Administrative College. This was started by Wendy Harrington, and has been continued by the present teaching staff of the Library Studies Section of that College, however, they have attempted a much wider development programme than the initial experiment. The initial programme consisted of taking buk boxes around to various school leavers centres in the city. (2) These students have been doing a very fine job of providing a kind of extension service. However, there is a limit to this work in that the College is a training institution. The extension service is not supported in any way by the Public Library Service, or, from what I can see, by the National Library Service. The structure is not there through which students who learn how to provide library extension services during their studies can develop such a service once they leave the training institution. The training institution cannot be expected to provide that kind of service to the community. The students go on holiday or it is exam time, and then the service falls apart or it stops. This is common to all kinds of training institutions and their class practical training schedules. So, I think that it is quite important that some kind of structure be set up in which library extension workers are going out to people in the settlements and in the villages, to provide information that is needed, on a permanent basis.

My last comment has to deal with a strategy that needs to be made about providing information services. The government has decided that there will be decentralization in Papua New Guinea and that rural development will be a priority, but it seems to me that those involved in information services have not followed that policy. Implementation is done by professional people in the field and they have not developed a strategy which is going to take information to the communities. Also there is very little cooperation between people who are providing information and I was surprised to hear of the new plans at the Public Library Ela Beach. I think they are very important. However, when one looks at Ela Beach, there are two buildings close together - the Public Library and the Office of Information - both of which provide information.

As a user, I must ask myself: *Why is it that I have to go to two different departments, two different services to get information?* I am not necessarily convinced that in Papua New Guinea we are starting from Scratch in providing information. There is plenty available, but I think the system itself is complicated for those of us who have to use it.

The speaker this morning, Hedwig Anuar, was quite correct in pointing out that this cooperation has to be institutionalized; that the personalities in the various departments do change and hence, we do have very many isolated information services in this country.

1. Kaugere is a suburb of Port Moresby, the capital city of Papua New Guinea. It is approximately nine kilometres from the harbour area along the west coast. Kaugere was one of the first housing schemes established for Papua New Guineans during the colonial administration. Overcrowding and high unemployment especially among youth (13 years to 25 years) are now two of the major social characteristics of the suburb.

2. School leaver centres are non-formal education organizations run by both Government and non-Government workers. There are 8 centres in Port Moresby which were established to meet the educational needs of young people (13 - 16 years) who, after completing grade 6, have been 'pushed out' of the formal system. These centres cater for approximately 1,000 young people.

STATE OF LIBRARIES FOR THE PUBLIC IN PAPUA NEW GUINEA

QUESTIONS AND ANSWERS FOLLOWING THE PAPER

Question: *Deveni Temu, University of Technology*

I would like to ask a question of the Acting Deputy National Librarian. This morning, Mrs Anuar was talking about planning national goals. I know that the National Library is new and still developing, but do they have any immediate plans for library development in Papua New Guinea.

Answer: *Roslynn Membrey, Acting Deputy National Librarian*

The Budget process in Papua New Guinea is very similar to the way in which Mrs Anuar described the Singaporean process. We have to outline our philosophy for development in general terms, and then we have to get down to particular projects which we have in mind. We have to prepare a Budget extending over a period of five years, and in great detail, a Budget for the following financial year. In the period, February to May of this year, I was working on a five year programme for the period, 1980-1984 for the development of the National Library Service, in particular the 1980 projects. I proposed three projects, and I know that one of them has been rejected, the two others are still under consideration. One of them is for the development of school libraries in one of the most seriously disadvantaged provinces of Papua New Guinea: we have asked for K52,000 to buy equipment and supplies for school libraries in that province, and we hope to use our present staff resources to develop the libraries. The other project is the postal lending service where again we hope to get the materials and supplies, and money for freight and postal costs supplied, but we hope to use our present staff resources. Thus the short answer to your question, Deveni, is that we do have long term plans; we have more plans in the future for developing the film library, and the national archives, however we have decided not to submit all these plans in one year, as there is no way in which we could cope with the level of rapid development.

Question: *Leigh Tibberts, Brandi High School*

Last year, I saw a memorandum from the Department of Education dealing with school libraries which stated they should extend their services to the surrounding public. A further paragraph also implied that, at some time in the future, school libraries would be required to provide services

to the surrounding public on a rational basis. What, if anything, has happened to that proposal? If it is still being seriously considered, what is happening in terms of provincial government?

Answer: *Roslynn Membrey, Acting Deputy National Librarian*

That particular memorandum is interesting, Leigh, as I cannot recall it, and it certainly did not originate from the National Library Service. In general terms, the National Library does feel that school libraries should not only serve the school children, but should be able to extend its services into the community. The National Library Service is planning in the long-term to encourage this by upgrading positions and bringing in more people and then sending them out into the provinces to help provincial governments in the planning which is required for this type of project. Although we cannot tell the provinces what to do we are also hoping that the provinces will see the value of such a project and incorporate this into their own planning: they need to go through the same planning and financial structures that we do.

Question: *Emmanuel Silachot, Department of Education*

I would like to ask anyone on the panel whether the government is trying to help and provide library services to the public we are talking about.

Answer: *Roslynn Membrey, Acting Deputy National Librarian*

To answer your question, Emmanuel, the Library Services Division of the Department of Education is probably the major body to organise library services for Papua New Guinea, and we hope to do this in co-operation with other departments that have libraries themselves. There are two ways of looking at this. I feel we are on the threshold if we use the present government budgeting and financing system in the manner which it should be used, I think there are great things in store for libraries, but I am known as an optimist and always look on the happy side. There are other people who do not look on the happy side of things and they feel that libraries are stultified for sometime to come. It is up to us to prove them wrong.

SESSION THREE

LITERACY AND THE LIBRARY

SPEAKERS

PETER EVANS
KUMALAU TAWALI
ANGELA GILLIAM
EMMANUEL SILACHOT
BRIAN CHEETHAM

SESSION CHAIRPERSON

PETER EVANS

THURSDAY
OCTOBER 18TH, 1979
1.30 - 4 PM

PETER EVANS

Our panel this afternoon is to discuss the subject *Literacy and the Library* and I am very grateful to have the opportunity to be here as part of the panel to discuss this topic. It is a topic very dear to my heart, of course, as I work in a literacy programme with the Bari people of the Northern Province. Also I know that literacy, like the library, receives fairly little exposure or attention in this country on the part of the government, its officials and ourselves. It is, to my way of thinking, a very important topic to discuss today and therefore to me a real pleasure to have five people here speaking on the general topic. Each speaker has chosen his or her own aspect on which to speak and I am sure we are going to have an interesting discussion after the speakers have finished. I am going to lead off first, ask Brian Cheetham to follow me, and the other speakers after him.

Firstly, allow me to introduce myself. I was for ten years a teacher with the Victorian Education Department in Australia and then for six years I worked here in Papua New Guinea with the Department of Education. The first two of those years I worked in a national school in what was called a T school at that point in time, and in the last four I worked in an international school which was formerly known as an A school. After that experience, I decided to become involved in literacy work with the Summer Institute of Linguistics and for the past two years I have been working in a village area about fifteen minutes flying time into the mountains coming towards Port Moresby from Popondetta in the Northern Province. It was my privilege to teach a course at the Administrative College of Papua New Guinea in June and July of this year to the Library Studies students on *Literacy and the Library*. That experience was a real pleasure and led to me being invited to chair this session and speak on the topic.

I am sure that most of you at the conference today are from the city or an urban area, and by that I mean you are currently working in the city or an urban area. Most of what I have heard so far today has been concerned with library services for the public mainly in the cities and the towns. I heard people today mentioning the need for literate people to use the library, and I note that the aim of the conference is to work out ways to get information services into rural areas and to coordinate those efforts already being made

in that direction. I am very excited to hear that being said at a conference like this. Today I therefore want to represent the rural area or the bushies.

When we talk about making a country literate most of us perhaps tend to think of community schools and high schools as the major way of making Papua New Guinea literate. Somehow we seem to neglect the 90% of the population who live in the rural areas. It is with the rural population that such enormous difficulties must be faced in providing education services that we seem to ignore them in order to place more emphasis on the urban area. I believe it is certainly easier to educate people in the urban areas as access to them is easier; I believe that most teachers much prefer to work in a city or town school than in the bush. In that way it is perhaps easier for our authorities just to think in terms of teachers working with the city or urban people. I suupose that some of our educational administrators feel that as we have community schools we are reaching the majority of the population in the urban and rural areas through these community schools. This is not the case as there are a number of groups in those areas which the community school is not reaching and they are the ones I am concerned about. They are the people who are too old to start school as perhaps no school existed when they were of school age - or perhaps their parents could not afford the school fees. Many of them today are young married men and women; they are very vital young people in a community who make a real contribution in their local area but they have never been able to go to school. Some of them are older men and women who also make vital contributions to the life and work of a village but, as rural dwellers, the past and present education system has denied them the opportunity to go to school. It is these groups of people I am concerned about: they can be referred to as a minority group; a minority group in the sense of being neglected, but by far the majority in terms of the number of our population involved. It is with them that SIL has chosen to work.

I did mean to say in the beginning that my organization, the Summer Institute of Linguistics has basically a two-pronged task:

1 To write down the language of the people in the minority language groups
2 To teach them to read those languages and then, hopefully, to go beyond that and teach them to read the national language

We believe quite firmly that if someone learns to read in his or her own language, he or she will remember much better the national language having

already been taught to read in a language which is his or her own vernacular this being the language that he or she understands. Today this is the firm point of view at the Summer Institute of Linguistics in relation to education. We feel that the government of this country recognizes the problem but they need to go further than they are going at present as it seems that the problems of coping with the national vernacular system are beyond solution. I think Emmanuel Silachot might have more to say on this matter. In this opening talk I therefore want to show how the library and literacy are very closely allied together. I did not realize how important libraries were until I became involved with literacy work. I further realized the importance of libraries when my wife and I came to teach the literacy course at this College and began to discuss with the other teaching staff and students how library and literacy workers should come together and cooperate to achieve common aims.

The other thing I want to try and show is that consideration of setting up a rural library service should be a high priority in our planning for library development in Papua New Guinea. We should not be deterred by the seemingly immense task that exists in opening public libraries in the rural areas. I want to say first that the roles of literacy and the library are very closely intertwined and in my mind you cannot separate the two. This is obvious from the simple formula that if you are going to have a library then you must have readers. This has already been stated this morning: it is not so obvious that if you have readers then you must have a library. I said that this is not so obvious because in the decade from 1960 to 1970 the world saw a great number of literacy campaigns in less developed countries. Despite the large number of international experts involved many of the campaigns failed. It has now been widely recognized that one of the reasons why they failed was that the organisers overlooked the provision of continuing education after the programmes ceased. They taught the people to read, they left them, and the obvious happened - they reverted to being illiterate. The library has to play a very vital part in a literacy programme in a country whether it be country wide or limited to a small area. The library has to be established in order to provide a constant source of reading material for the new literates once they have gained the skill of reading.

I have been reading some articles on rural libraries in issues of the *Unesco Bulletin for Libraries*. One of the conclusions in those articles

that appears time and time again is the need for a library in a literacy campaign. A working party which made an investigation into the reading habits and levels of students who had full or partial primary schooling in three Latin American countries - Colombia, Nicaragua and Venezuela - discovered an alarming lapse into illiteracy on the part of those students. Significantly, the first remedial action of the authorities was to set up a system of school libraries. The Soviet Union is also an amazing example of the part played by the library in the literacy campaign. In the nineteen-twenties when illiteracy was running at the rate of 80% in the Soviet Union, the government embarked on a well planned campaign against illiteracy with the library playing a very vital role. I quote from one of the articles

In 1923 a voluntary association named "End Literacy" was set up. The libraries now began to take even a more active part in the campaign to eradicate widespread rural illiteracy. Locally recruited staff revitalised libraries and made them take a more effective role in the campaign against illiteracy through giving talks and public readings, as well as the wide use of visual aids such as posters. By the end of the nineteen-thirties. illiteracy had largely disappeared: that is, within the space of ten years. This goes to show how closely were linked the process of eliminating illiteracy and developing library services for the diversified population of the Soviet Union.

As a matter of interest there were 90,000 libraries in the Soviet Union in 1972 and there were 90,000 librarians also and, I think, 965 million books in those libraries.

As I see it, there are three stages in a literacy campaign:

1 *Teaching the pre-literates to read:* this is the obvious first stage and the process involves preparation of materials, training of teachers and the holding of classes.

2 *Continuing education:* without this stage most of our new literates are going to lapse back into illiteracy. The new hard-learned skills must be continually used and reinforced to be well retained: this is the place where the library is most important. Without the library and the librarians to encourage reading and to provide the reading material, the new literate will soon lose his or her skills.

3 *Further education:* where things like mathematics, social sciences and others can be introduced

When I am talking about literacy campaigns I am referring to adult literacy and non-formal literacy campaigns. I believe literacy and the library are so closely intertwined that you cannot discuss one without the other. There is another factor: a rural librarian, Baregu (1), believes that literacy and economic development are virtually interlocked and inseparable as can be seen by the fact that all economically developed countries have a high level of literacy and all the less-developed countries have a low level of literacy. What I believe Baregu is saying is that a literate people will lead to a more developed economy and that is what we want for Papua New Guinea. There are three inseparable things: the library; literacy; economic development. If literacy is tied up with economic development why is it then that so little importance has been placed on this by our government? Is it because there are members of the National Parliament who do not see the need for literacy and the public library? In the National Government Eight-Point Plan and in the National Development Strategy, rural development is much mentioned. I am certain that the way to development is to educate the rural population and then with guidance they should be able to better initiate development with a much better chance of success.

Penna (2) made this statement about education in Latin America:

If education is a capital investment the results of that investment in primary education must be measured in terms of the number of school leavers capable of making functional use of reading. If the large number who relapse into illiteracy through lack of practice are taken into account, primary education obviously becomes a very low-yield capital investment.

That is a startling statement which I think we should look at carefully. In the area I work in the language group numbers 1500 people. There are only four boys currently in high school although there have been many students go through the community schools in the area. Of all those Grade Six leavers very few use English for preference: they much prefer to speak in the vernacular and, because of the lack of use, they are losing their skills in speaking and reading English. This situation where they are

quite fluent in the vernacular but losing fluency in English is a case for great concern: it must be to the government. If we are looking to the school graduates as a source of our rural education development, I fear that we are going to be sadly disappointed unless we do something now. One thing that I believe we can and should do, it could be done reasonably cheaply, is to set up libraries in those areas where school leavers are living. If we do not give them anything to read they will lose their skills; but if we give them materials to read they will go on reading. If the area in which I work is typical there is very little, if anything, from any government department or agency written in English for those people to read.

I think the job is huge as 80% of the population is illiterate. I have two suggestions to make:

1 We have in the rural areas a large resource of manpower - medical workers; trained mission personnel, many of whom are Papua New Guineans; the didimen (agricultural extension workers); community school teachers. They are educated people working in the rural areas of the country. What I believe we need to do is to re-educate those men and women, as well as educating those now coming through the schools. In addition to carrying out their specialist work they should be responsible for doing something for the literacy needs of the people in the geographic area in which they work.

2 We also have another untapped resource, and I use this resource in my own literacy work: the Grade Six school leavers and the High School leavers who come back to the village area and wish to use their education to help their own people. Why cannot we harness them into some kind of programme?

In summary: literacy and the library are two aspects that must work together in the promotion of adult literacy in this country. If we want to see economic development in the rural areas this will come best through a literate people. We have a large untapped resource of potential literacy workers in the present extension workers and the school graduates in the rural areas. If they want to do a useful job for our community let them come forward as their expertise is needed and we can certainly use them.

1 Baregu, M *Rural libraries in functional literacy campaigns* in *Unesco Bulletin for Libraries*, 26, 1972, pp 18-24

2 Penna, C V *The planning of library and documentation services.* 2nd revised edition. Paris, Unesco, 1970, pp 19-43

KUMALAU TAWALI

When we talk about literacy and the library, I want to add one more word to those two words; and that word is liberation. Many Christians also know that Christ said *If you tell the truth, that truth will set you free*. Many of us know that when people are liberated from ignorance, and the many other things which can enslave them, they become total people. In this country, I believe, that there are people who are still enslaved. They are enslaved by ignorance. I do not know whether our government believes and I do not know whether our government knows about the fact that eighty per cent of this country is enslaved. If people are ignorant, and they do not know how to read, they become easy objects of exploitation; economical, political and ideological.

With these few commencing points, I want to say on this occasion on which we are called together today for us to talk on the library and literacy it is one of the most important issues that not only confronts you, not only the government of Papua New Guinea, but also the whole world. Three quarters of mankind live in the so called Third World, that is, in economic terms, an *undeveloped country* which does not have a lot of machinery to produce large amounts of goods. When we are talking about the harnessing of the energies of mankind for its liberation and its freedom, then you know that we are wasting three quarters of that energy. This is because we are not caring enough, and by not being compassionate enough to dedicate ourselves as leaders of nations, as librarians, and as people to help educate our people to also have a chance to know the truth. This is so that they themselves would be free, to know and to challenge government policies which may be anti-human, which may not be human enough and to challenge economic programmes which are exploitive. I know these situations exist from my own experience.

I always buy my own copy of *Wantok* Newspaper (1) and my uncle who was with me until about a week ago, was always extremely delighted to have his own copy. I used to get it at ten o'clock every Thursday evening. I would take him his copy and he would forget about food, as he would just sit down and read it until about two o'clock in the morning when he went to sleep. One day after having read an issue of *Wantok*, he said to me *I did not know there are so many thousands of people dying because they had to flee from Vietnam. I did not know that they are still fighting in West Papua New Guinea. I did not know what was happening in my country, Papua New Guinea, but now I know*

from reading WANTOK. So libraries and literacy campaigns are two of the most important factors of what we call in the National Constitution of Papua New Guinea - that is, it is one of the five goals of this nation - total human development or, as some people call it, integral human development.

I believe that it is one of the things that this nation has to realize and still has to put into action. If you give a man a fish he will eat it today and tomorrow he will be hungry. If you give a man K10 he will probably use it on beer that night and tomorrow, when he goes home, his wife and children will suffer. However, if you teach and educate a man to be responsible for his family, to be a responsible member of his community, to be able to dedicate and sacrifice himself for the needs of others, then I believe you have set in motion one of the greatest forces of building a new order in our society where people can feel that they are total human beings. Therefore the library is very important and a programme of literacy goes with that. As I began by challenging our government on the fact that they do not seem to take literacy as being a very serious element of that total human development, I want to say one other thing, and that is if we talk of the several aims of the Eight Point Plan of this nation which has been so much praised throughout the world and still neglect literacy, then we are not being realistic.

How can you ask a man to participate in something which he does not understand? If my poems are not understood by my readers I am failing as my messages are not getting through. If I want to tell a truth about our culture to the students at the University of Papua New Guinea and they do not understand the metaphors in my poems, then there is something wrong and I must do something about it. We talk about self-reliance but if we do not DO anything about it we are defeating ourselves. Therefore let me repeat that self-reliance is part of any programme of literacy and the library.

One other point I wish to mention is the fact that if we talk about literacy in terms of manpower, then I think our programme is already anti-human. Education is like water: you must drink in order to live - it is not an economic factor. Education is something that contributes towards the economic factor. However, if we say that we are going to educate people to fit them into the economic structure, then our education system is in itself inhuman. It does not believe in the growth of souls and the character of people; it only believes in making them into objects and machines to help achieve the programmes of the government which very often do not care for the very people for whom they speak.

I believe that for those of you here, you have a very noble role to play in freeing our people from ignorance. Also to free our people from being exploited by someone like me or from people in government who know so well and yet who are so selfish. They are selfish as they will not share the opportunities that have resulted from having their eyes opened with those who have not. So I think I will finish by saying this: for the future, libraries are important. I must add that a literacy campaign must go beyond the official education programme and reach those in need. Libraries can help in the literacy campaign, but I want to stress that the government must help. Those people who believe in the total freedom of our people in being able to speak out what they believe in their hearts should speak out themselves: we should engage ourselves unfailingly in a whole campaign for literacy. If we can do that we will have a nation which is very conscious of itself; a nation which will not be defeated; a nation which will not be exploited; a nation that will, even though it is very small, have a great contribution to make to the Pacific region, and I believe also to the rest of mankind. That is how big the task ahead of our people should be: it is huge as it is a campaign to liberate men and women from ignorance of all forms.

1 Wantok is a weekly newspaper in tok pisin (Pidgin English)

ANGELA GILLIAM

I hope to follow Kumalau Tawali in a very provocative presentation and hopefully we will raise certain questions in a challenging way about the relationship between the national development goals and the viable library programme. I would like to say that some of my ideas come from working and sharing ideas in other Third World countries and with other Third World minorities of which I am one. Also that I have been most singularly affected by the Somali literacy and language revolution in East Africa and also from working with Paulo Freire.

I would like to start off by asking a question. What can a library programme do in a country where the vast majority of people are illiterate and where the vast majority speak a language in which there are no books? I do not wish to talk about the development of a literacy programme. We all know that such programmes are important, viable and valid, and should be the major priority of any government in Papua New Guinea. What I would like to concentrate on is what a library programme might do with the situation in which Papua New Guinea finds itself. A library programme I feel, is only as good as the national orientation that defines its frame of reference. Therefore, we can say that the Library Association and anyone who works in a library can make certain clear and definite political choices about how they are to serve the people. It would seem that one way would be to concentrate on providing access to information which would hopefully enable people to start thinking about the possibility of having a say or demanding the right to have a say in the decision making that affects their lives. However, only if the national politics have that decision-making capacity for villagers built into the structure of the government will that be possible. It should be the task of every librarian or anyone involved in thinking about this question to at least start thinking of the direction in which a library programme should go.

One of the questions we should ask is: is the task of libraries to provide information and information services, or is it to help in the literacy programme? If the latter in what language or languages? I want to stress that last point because literacy does not necessarily mean English; we often make the mistake of thinking that literacy means literacy in English. These two points - the relationship between information and the access to that information, and literacy, do not have to be connected. A library programme

that provides information does not have to involve writing and reading. However, it does involve language, and therefore the choice of language is critical. I think the choice of language should also be one of the criteria for judging a good library programme. What language or languages are going to be the target languages of any kind of programme? There are many countries, for example, that have similar problems, that is mass illiteracy, and therefore the need is to get information immediately to people through the use of a wide variety of film programmes, slides, film strips, mobile units with lectures in hygiene etc that involve themselves in services to the community, and in particular literacy services to the community. These are methods used in countries with similar problems to PNG, by that, I mean a multilingual country with mass illiteracy problems which has a need for services that involve reading and writing. I am trying to give you ideas that are immediately viable, for which you do not have to wait for some kind of policy decision from government and its agencies. Reading and writing services, such as the reading of newspapers and letters, are the kind of services that are needed in a country where we may say safely that mass literacy is unfortunately a long term project. There is a need to help people in the rural areas, and I am certainly glad to hear Peter's concern for rural villages; for research; translation services; and contract reading.

I am reminded of a visit which I once made to a village in West New Britain in which I was told that a group of four or five villages had joined together and saved K7000 to purchase a PMV truck which was to be their main means of transport in the area. They had been told they would have to use a bank as they could not pay cash, even though they had enough cash in hand. This process involved the payment of bank charges and interest. A literacy service or a kind of mobile unit that would involve not just books but many kinds of library and information services could come across problems like this in the process of providing reading contracts and also provide referral services, if not do the services themselves. How do you find out if it is a requirement for you to go through the bank in order to pay for a truck? I later found out that this was not a normal procedure, but there was no way that those villagers could find this out. They did not have access to the right information sources.

A viable library programme that extends itself beyond just books for a community or communities that will not be able to read in the next year could provide this kind to service as well as even entertainment such as street theatre

and storytelling for children. This all, of course, involves the choice of language which in the case of Papua New Guinea definitely means the local language or *ples tok*. Consumer education, that is *how do you buy, or how do you know when you are being cheated in the market or in stores and supermakets?* is the kind of non-formal adult education service that a library programme would be able to achieve. The objective is to provide information, and in the words of a Somali educationist and linguist it would be to *separate knowledge not only from language but from its written form*. This is so much a trap for knowledge in Papua New Guinea as it is in many parts of the world. It is so closely tied to a specific language for example, we think of knowledge being tied to the English language and this is not necessarily so: and the content of knowledge or the fibre of information itself is usually tied to writing. So perhaps, one of the challenges to a viable library programme is to go beyond the written word exclusively and think in terms not only of pushing for literacy programmes but also provide services for people who will not be able to read in their live time. This of course, could involve a commitment, or would have to involve some level of commitment, to social transformation. Unfortunately, too often this commitment has been engaged by well-meaning people frequently missionaries whose major task is changing the minds of people while leaving people poor. I think one of the major challenges facing the church organisations in Papua New Guinea today is to place evangelism on a second level and to place the kinds of information which Papua New Guineans feel is important, as a priority.

Papua New Guinea, like most countries in the Third World, has a majority of people who do not control communication. That is, when I say they do not control communication, they are not even allowed to use the language in which they think to obtain information about themselves, about others or even to define themselves. So then, if a viable library programme is to involve itself in literacy as a goal, then it must be related to the people's own efforts to define themselves. This is quite a challenge because it would mean changing the orientation of many programmes presently being undertaken in Papua New Guinea at this moment. It also means it would involve subject matter or themes that the people themselves feel are important in their lives. In the Somali language revolution in 1969 there was not even an alphabet of the Somali language; by 1972, after years of hard work, they had chosen an alphabet; and by 1979 there were even books in advanced economics in Somali. They started on a mass literacy programme by closing the schools, people who could read even at an elementary level were sent out into the desert to teach

someone who did not know how to read. One of the lessons learnt from that experience was that what caused a reversion to illiteracy was the material chosen which was not on subjects affecting the daily lives of the people who were learning to read. Much of the material was just not relevant and therefore interest fell away quickly. I think that the rural Papua New Guinea villagers especially can no longer be just the studied person; they must somehow be placed in a situation where he or she can study. A library programme should engage in a horizontal, a more equal, process which involves learning from the people with whom you are working. The traditions which are fast dying out could be put on file by involving people in oral records. Such a teacher-learner situation where everyone is teaching and learning helps remove much of the elitism found in the teacing situation.

I just want to say as a final word that the library programme cannot set literacy as a major goal without a national priority set by the government on this issue. If you concentrate on providing a wide variety of information and information services then you would probably have more success. Perhaps you may decide that you are in a contradictory position, that is, on the one hand you have to provide as much information and as many ideas as possible, and on the other hand involve local people at all levels in such a programme. In short, I think that experience in other countries has shown that a good library programme builds in its own obsolescence, that is, it has set as its goal its own future uselessness as people could achieve and find out alone.

In closing, and for the sake of argument, I disagree with Peter's statement that literacy can lead to economic development. I think that economic development and the control of resources *can* be related to literacy but it does not necessarily follow. I come from a country which is full of literate unemployed people: Costa Rica and Cuba both have higher literacy rates than the United States according to Unesco statistics but they are still classified as developing or poor countries. Although economic development is often related to literacy, it does not mean that literacy is going to lead to economic development without some major structural changes in society.

EMMANUEL SILACHOT

I would like to thank the PNGLA for inviting me to participate as a member of this panel on a subject which I value very much because of its potential in relation to human development. I would like to make it clear that, in my contribution this afternoon, I am speaking as an individual and not as a government representative.

There are a number of criticisms I would like to make about libraries in relation to literacy and then show these criticisms in terms of national government policy. If you have a library then you must have people who are going to use it and therefore there is a close connection between literacy and the library. If we look at our present library system in relation to the rural population then I think the system we have is inappropriate. It is far removed from the rural public: the location is mostly in urban areas, the exterior of a library building is forbidding and because of this the interior does not appear welcoming to the rural people. The organisation inside is so complicated that an ordinary person cannot use it. Inside there are reading materials in a foreign language - a language the potential users do not communicate in.

I think our library system here is too far advanced for the kind of people I am talking about. The illiterate public are not motivated to use it or to want to be literate. It does not provide the right atmosphere - it is a place where the educated will go. In a way it encourages illiteracy because it prevents people from using it.

These are very strong criticisms against the library system but if we look at government policy how consistent is the development of communication services to the people? As far as I know there is no stated government policy on communication for this country. If there is no such policy then this takes up my earlier point that the library service is inappropriate. We do have an implied government communication or language policy in that English is the language of education, commerce and administration and that Pidgin and Motu are something that you can use when you feel like it. Without a policy I do not see how we can reach the rural public. The potential for library services to combat illiteracy is not there. The library should play a very important role in motivating people to become literate and enabling people to ask for more information. Because of its inappropriateness, the public that we expect to use the library do not see their immediate relationship with that

institution and therefore they do not come to use it. I'm not sure we are doing enough to go out and reach them; I think we are more sitting and waiting for people with information needs to come to us.

So in the sense of these implied policies these criticisms are not aimed just at librarians, libraries or the communication system we have. We are really dealing here with government policy issues, although we may not realize it. The principle has already been stated in our consitution - the whole development of man - but an instrument is needed to put it into reality and make it work. That instrument is government policy. The criticisms I have made are in response to the attitudes of government today in relation to literacy and the library in this country. What should happen? What I think should happen is that the government should announce a language or communication policy for the country because I think this is the basis for determining the extent and level of our library services. Once the government decides which language is to be used then we have the basis for trying to implement other government policies in order to reach the people. Once the government has decided some kind of national communication policy then the level of illiteracy can be determined, a course of action drawn up, and decisions made on the kinds of literature to be made available through library services.

We must find a structure whereby we can reach the rural public - the library is one means of doing that. Bearing in mind my criticisms of the appearance of library buildings are there other ways we can reach the rural public with the information that we want to share with them? Schools is one area we can look at. Although school libraries are also intended to serve the immediate communities there are difficulties because the library is seen as belonging to the school. There are some community resource centres developing in the provinces - why don't we build them up so they also become literacy centres? Womens clubs - there is a tendency for us to go for new things and forget what is already available and could be developed further.

Because of the absence of a government policy on national language, the library system that we have today will continue to serve the already privileged minority while the rate of illiteracy continues to grow in rural areas. We may be here today as librarians but it is important to realize that it is government policy that matters. We need to change the structure of the system we are operating and we cannot do so without a government policy.

BRIAN CHEETHAM

In my paper, I would like to draw together the ideas which we have heard this afternoon, particularly in relation to the place where I have been working: the Huli language area of the Southern Highlands. This area is bordered on the west by Western Province, and to the north by the West Sepik and Enga. The population in the area is very scattered, there are no villages, people live in scattered homesteads as in many other parts of the Highlands. There are a number of schools which form focal centres, and there are also other buildings such as aid posts, churches and mission stations. This pattern presents a problem if you are going to set up any library and information service, and I shall return to this point later.

Before going on to look at the actual problems facing people trying to establish library services in the area, I would like to give a brief account of what exists at the moment. There are schools, both community schools and high schools with English being the language of literacy in these schools. A number of mainly mission schools have started some pre-school and, in some cases, extracurricular programmes in the tok ples or vernacular. I have been concerned with the results of this kind of literacy programme when the students come to university. So there are obviously literacy problems which run right through the education system. Angela Gilliam and other speakers mentioned the problems of access to information, and that these problems are often tied up with a particular language. Too often administrators and other officials think that as a particular group of people speak English, they have ready access to the available material published in English. I do not believe this is true.

The other types of literacy programmes that exist are those which are non-formal and in the vernacular. Most of these in the Southern Highlands are in the vernacular, the people's own language, but some are in pidgin. In the area where I work, almost all are in the Huli language. Now it seems to me that literacy programmes can be of two sorts - they can be either active or passive. I would like to suggest that most of the literacy programmes in the Southern Highlands can be termed passive, both those of a formal nature and those of a non-formal nature. I will give an example of this. When I was visiting some community schools, I went into a number of Grade Six classes and talked to the students about what they were reading. I think most of the audience would be familiar with the classroom readers used, the *Pacific Series*.

One student was reading about Yoruba people in Nigeria and when I talked with him about what he was reading, he was unable to answer any questions about Nigeria, he could not even tell me which continent Nigeria was in. Clearly from his point of view, he was not learning much from the book in front of him. That is what I call an example of passive literacy in the formal system.

We come to the non-formal system and look at the kind of literacy that has been introduced in the vernacular. This kind of literacy is very highly prized, and the obvious aim of many of these programmes is to teach people to read the Bible and to be able to read and sing hymns. A lot of the women in the Huli area wrap their Bibles in pandanus leaves and keep them in their bilums, as their Bible is a very precious possession. However, I can give additional examples of problems this approach to literacy in the vernacular may cause. Recently the students at Mendi High School tried to develop a series of news sheets in the tok ples or vernacular languages. Just one or two pages of news of interest to people in Papua New Guinea. I was told by a missionary that when people who were literate in their own language received these news sheets they threw them away. A reason for this action was that they had associated the written word and being able to read with a certain type of authority, in this case, the Bible. This was challenged by a very flimsy sheet of paper from Mendi, it was not something of value, or precious. I think we have to remember this, and I am not criticising the type of book which is being translated, but it is the way we approach and introduce the literacy materials that is quite important.

I am therefore suggesting that there are two types of literacy - one is active and the other is passive. I have given examples of the latter, but what do I mean by an active type of approach? To me it means being able to criticise, and involves being able to take part in discussions on matters relating to the information which is being transmitted. I would like to give you an example of what I mean, not by talking about books, but by talking about stories or how we understand information. It seems to me that stories, or what we call a text may often be very difficult to understnad. This is particularly so if we cannot actually participate in creating that information and knowledge. What do I mean by this? I can best illustrate this with an example from the radio. In the Southern Highlands, a number of radio programmes are now broadcast in the vernacular. One of these is the news, and another is the *Tok Savvy* programme. Of these which do you think is

the most popular? Yes it is *Tok Savvy* and not the news. Why is this? I believe it is because the news is a very difficult piece of information to deal with. It is a long piece of text and a lot of words which people have to try to understand. They find this difficult because there is usually too much information in one large block. People like the *Tok Savvy* programmes firstly as they know the names of the people who are mentioned, and secondly they know the places mentioned and they feel involved in that information in some way - they can easily make sense of it.

Let us now think about books and how they relate to information: that is, in the printed form. Books are very often a bit like the news in that they contain a lot of information which is really quite difficult to grasp and understand. We have to remember this when we are talking about literacy programmes and come back to the role of librarians. I would perhaps question what Peter Evans said at the beginning: that we have to introduce people to reading first and then develop the literature. I believe that before we start introducing people to reading we must involve them in the kind of discussion that will help them participate in the creation of knowledge. I think this follows on from what Kumalau Tawali said about the psychological attitudes necessary to achieve liberation. It also follows on from what Angela Gilliam said about the need for taking a political stand, but I see this as a linguistic problem.

So if we accept that an important task of librarians and other educated people in Papua New Guinea is to liberate people from ignorance, as Kumalau said, how are you as librarians going to do this? Emmanuel suggests that librarians might be the wrong people or, at least, that libraries might be the wrong places, if they present the image we know at present as daunting places. I am not sure of this but in the Southern Highlands there are a number of people such as aid-post orderlies, didimen, policemen etc who, I would say, are not doing their job terribly effectively. They are not helping the people to understand and join in activities they should be giving information about. I think somebody should be available for people and it has been suggested that we need librarians to help people gain access to information. Whatever person it is that person must be deeply interested in helping the people to understand what the consequences of their choices will be.

In the Southern Highlands at the moment there is nothing you can call a library service. There is a library building in Mendi and I think it is

staffed for twenty hours a week, In the Huli area where I have been working there are no libraries at all and as far as I know there are no trained librarians. A few of the mission run literacy schemes have book boxes or similar ventures, and a number of the community schools have book collections, whilst the high schools have small libraries. So if you are a librarian going into this sort of area, what I would ask you to do is think about what sort of person you would like to be, and what sort of influence you would like to have. I think the speakers this afternoon have given us a lot of the answers.

QUESTIONS AND ANSWERS FOLLOWING THE PAPERS

Question: *Dika Hoi, Library Studies Student, Administrative College*

Peter Evans has spoken about the re-education of those already in rural areas, extension workers. What is meant by re-education?

Answer: *Peter Evans*

I feel that we need a complete rethinking of the training that we give our extension officers. I would like to see that before these extension officers are sent to the village areas they have the right education and they have learnt the necessary skills. I fear that, as Brian mentioned, our extension officers often cannot leave their stations due to their large administrative loads. Even if they leave the stations where they are working they do not always go into the village areas where they are able to meet and discuss things with the people. If we were to ask the present group of extension officers to think about becoming involved in literacy work as a major national effort, we would have an adverse reaction as most of our extension workers are not educated to think that way. In fact we might even have some union reaction if we were to ask community school teachers to become voluntarily engaged in some adult education teaching involving literacy work. Thinking along this line, I believe that we need to retrain our extension officers and secondly we need to train the new ones coming to the Administrative College and other institutions where extension training is taught to think along these lines: they should give some of their time to working on a voluntary basis for the development of literacy.

Answer: *Emmanuel Silachot*

The type of training I think that could be developed is trying to redirect and redevelop attitudes in order to see the importance of libraries and literacy in relation to extension work. Often extension work is carried out in isolation from the potential that a library could offer. Training does not necessarily need to be of a formal nature, it may just be a meeting where new ideas can be exchanged, with the emphasis on ways of fully utilising the potential of library services.

Question: *Dika Hoi, Library Studies Student, Administrative College*

Emmanuel Silachot spoke about the inside of libraries being unwelcoming, particularly to people from rural areas. What should be done to attract people?

Answer: *Emmanuel Silachot*

I think reorganization within the building itself may have some effect. However, if it is reorganization within the existing libraries that we have, this is still not sufficient because I think what we need to do is reorganize the facilities the people are actually using: community resource centres or women's clubs for example. What we need to do is to build them up to become resource centres with simple materials in the local language, perhaps like village libraries mentioned by Peter Evans. Once it becomes complicated then nobody will use it as it requires too much thinking. If you want to service the rural villages, it has to be by means of something that can be understood almost immediately. So, when I am talking of reorganization and when I am talking of examining the system, if you are just reorganizing within the existing library buildings that you have, it may help but it is not the major departure. The major departure will be to actually utilize what the people are using and trying to convert it into a library and information service. if you convince someone in a village to come to one of our libraries now, he or she feels frightened as he or she does not feel that they are part of that building, they feel it belongs to somebody else; they feel it belongs to the educated.

Question: *Taiva Larry, Library Studies Student, Administrative College*

As a part of our library extension activities we have been to Porebada village near Port Moresby to read stories to the children at the community school. I have noticed that after the teacher has spoken to them in English they talk in Motu. Mr Evans is a literacy worker: what does he think about the teaching of English in community schools?

Answer: *Peter Evans*

That is a politically loaded question! I noticed the same thing when I was teaching in national schools when I first came to Papua New Guinea in 1970. I was obeying government education policy which decreed that the children must not speak the vernacular language at school - they must speak English. One of our first grade teachers used to teach in Pidgin - he would try in English but when it was obvious the pupils did not understand he would revert to Pidgin and then the children understood him. Once they left the classroom it was impossible to keep them speaking English - they reverted to their own language. If you take that as an example of how effective the teaching or use of English is, you would have to say it is not as effective as we think.

Answer: *Angela Gilliam*

I am very upset that the Government does not have a national communication policy. I think perhaps a more reasonable educational policy would be to have six national languages, the people being given the right to be educated in one of those six. You could not even begin to embark on an education system with 738 classroom languages, but you could choose the larger groups. I believe that Peter is right in that a lot of work in other Third World countries has proved simply you do not learn very quickly when you have to try to do two things: 1. Learn new information and new processes like learning how to add and subtract; 2. Learn a new language at the same time. It just slows you down so that from the strictly pedagogical viewpoint - that is, just in terms of formal education - you could do a lot more in a shorter time if the child was learning in the language which he or she understands and thinks in.

Answer: *Brian Cheetham*

I would like to make a comment about my observations on community schools. As I said before, it is very important that reading should not be seen as something passive: you should be able to criticize what you read. When you go into a community school and see children learning to read in reading lessons, very often you realize that they do not have the language to discuss the story that they are reading or the things they are reading

about. Now, this is certainly true in grades one, two and three, but, in my experience in Papua New Guinea, it could even be true in grades four, five, six and even later. So, I think this is something we need to consider very carefully indeed. Perhaps, I do disagree with Angela: I think six languages is too few. I think that it may be possible in fact to develop a literacy policy where, in almost all cases, children could start to read in their own language. I believe that this need not be incredibly expensive: I think there are ways of getting round the cost. Peter mentioned the Soviet Union which is a country where they also have very many languages, not as many as Papua New Guinea, but they have very many minorities and almost all of the minorities now have a literacy programme for grades one, two and three in their own language. I think there are various positive reasons for starting literacy with reading in your own language. Later it is not so difficult to transfer to reading in another language once you become confident that you can actually read and you can actually understand things. But I think this is the only way, as I see it, to be sure that one can encourage a truly active literacy programme. From the very beginning it is important that students do not just read things aloud without understanding their meaning. It is important from the beginning that children understand what they are reading. I think there is a very grave danger at the moment that we are teaching children in this country to read without understanding.

Question: *Sally-Ann Bagita, Library Studies Student, Administrative College*

The system of education in this country has created problems with regard to literacy. First of all it has caused communication breakdown between employed and unemployed literates and between rural and urban people. Secondly, the system itself has led to the situation where the person who speaks English cannot communicate with the person who speaks the vernacular. In order to save Papua New Guineans from future problems like this should we have a literacy unit in the vernacular as a school subject, say from grade three upwards?

Answer: *Emmanuel Silachot*

I am out of the school educational system. but am still involved with adult education within the Department of Education. With the recent decentralisation of certain educational responsibilities to the provinces, the potential exists to cope with such a proposal within each province. The National Government can look after, or has a lot of influence in, the four main subject areas, but other additional areas can be decided on at the provincial level by the authorities in each province. In the East New Britain education plan, they decided that the medium of instruction in the first three to four years should be Kuanua, English is taught as a subject within that period but when the student enters grade four, English becomes the medium of instruction. So, I think the potential is there to teach the vernacular languages in the provinces. The problem with trying to effect such a scheme would be the lack of expertise to develop programmes in the teaching of the vernacular.

Answer: *Peter Evans*

The East New Britain government currently has ten people training on how to teach vernacular literacy to pre-school children and are setting up a pre-school in the vernacular. Children will go the the pre-school in the vernacular and will be taught to read in their own vernacular. When they enter grade one of the English system, they would be able to read in the vernacular. Thus the need of a teacher training programme currently involving ten people, each from a different language group.

Answer: *Brian Cheetham*

I understood that the questioner was making a comment about the possible dangers in the system and suggesting that inequalities are being caused through increasing communication problems. Coming back to Kumalau's metaphor of liberation and people being enslaved I think there is perhaps a danger, if we don't try to overcome it very soon, of people not only

being enslaved by traditional ignorance, but also by the new system. Angela mentioned the tremendous importance people attach now to one language - English - I would like to give an example of this. After a stay of six months in the Southern Highlands I was talking to some politicians from there and they asked me if I would write a paper on non-formal education in the province. I said I would be happy to do so, we spoke in tok pisin and none of the politicians could speak English. I said: of course I will write the paper in tok pisin. No, no! they said, write it in English!

SESSION FOUR

REACHING OUT:
ACCESS TO LIBRARY BASED INFORMATION SERVICES IN THE RURAL AREAS OF PAPUA NEW GUINEA

SPEAKER

RADHA RASMUSSEN

SESSION CHAIRPERSON

ANGELA HARLAND

FRIDAY
OCTOBER 19TH, 1979
8 - 9.30 AM.

RADHA RASMUSSEN

Part I: The Background to Papua New Guinea (PNG)

The background information in Part I has been solely based on available published literature held in Melbourne, statistical information supplied by the Bureau of Statistics, PNG, and discussions with various academic staff at Monash University who have worked in PNG.

In many instances the information will be out-dated as it has not been possible to verify facts and, as such, Part I merely reflects the background as I have understood it to be the factors that have shaped PNG as it is today. The information contained in Part I has been selected because of its relevance to the main theme of the paper.

I recognize the limitations of Part I and if I have misunderstood the literature or have not been aware of new developments, I hope you will correct me and I shall accept your views. In other words, I stand corrected by you.

Population

The population of PNG as at 1971 was estimated to be just below two and a half million (Appendix I) and while there has been considerable progress in reducing the mortality rate, through improved health services, this decline in the death rate has been accompanied by an increase in the birth rate of about 3% per annum (40:7). The high fertility rate has led the Government to project that the population will double in less than 25 years (Appendices II and III). This means that a high proportion of the population will be under 15 years of age.

As Appendix II shows, a high proportion of the people live in rural areas. While Appendix I shows an increase in migration from 1966 to 1971 from village to urban areas and Geoffrey Harris has given a comprehensive account of the reasons for migration (19) it must also be noted that later reports reveal a reversal of migration pattern; more importantly there is a preference for living in rural areas (51:24:57). In August 1979 the projected percentage of those living in the rural areas was 87% of the total population (Appendix II).

Life in rural areas varies from village to village (9.21) and the importance of the "wantok" system is noted (28:33) in that the "socio-economic, political and spiritual lives of its members are also deeply rooted in the extended family relationships and ties". (31:210)

Language

The rural population is scattered in villages and hamlets, many of which have less than 200 inhabitants (13:24). An added problem to the dispersed population is that the linguistic pattern is so varied and diverse that villagers living only a few miles apart are barely able to communicate with each other without the services of an interpreter. Within each community there is a rich oral tradition. Although Pidgin and Motu are widely understood by a high proportion of people, it is claimed that there are about 700 dialects and languages spoken. It is also claimed that Pidgin is "increasingly the mother tongue of children born in urban areas" (17:300). The two languages, Pidgin and Motu can be considered to be the semi-official languages and English has been introduced as what one might call the "official" language of the people. The numerous dialects and languages coupled with the introduction of a foreign medium of instruction in schools, English, will have initial repurcussions. It appears that even preliminary year students at the University have problems in reading English (42). One only has to read Nelson Giruare's personal reflections to realize how soul destroying it was to be a student in the Colonial days (15). Yet, Alkan Tololo has warned us that any move to change the Western type schooling may meet with resentment and in linking this with "cargo-cult" thinking, he has claimed that "the belief is that attendance at Western type formal schools is, in itself, a promise of material goods and other things people want" (50:11; see also 10).

Education

Appendix I also shows that a high percentage of the population have had no formal education. The Unesco figures reveal that in 1971 the total illiterate population of 10 years and above was 1,106,888 or 67.9% and that of the total population 60.7% of the males and 75% of the females were illiterate. Since Independence considerable efforts have been made to achieve universal primary education and in 1978 it was stated that 68% of the children of school age attended primary schools. It is the Government's objective to increase this to 82% by 1985 (40:77).

Whilst secondary schooling has expanded it has also posed problems as the number of Grade 10 school leavers is in excess of the demand for skilled manpower (40:80). Thus, the Government has decided to re-direct the present educational system "to training for skills relevant to the needs of rural life" (40:80) to combat the growing unemployment.

There is also an imbalance in the educational stream with a higher proportion of males enrolled at schools (40:77) and at tertiary institutions (56:46). It is indeed enlightening to note that the Government is making attempts to improve the status of women and has singled them out for mention in the Eight Point Plan (Appendix IV).

Rural Development

With 87% of the population living in the rural areas, which in the past have been neglected, the Government's Eight Point Plan has put its main thrust on rural development, particularly in the agricultural sector. This process of development will be made through "Papua New Guinean forms of social, political and economic organization" (40:v) with "self-reliance" as the key aim. An important introduction was the Organic Law on Provincial Government, 1977, which made it possible to decentralize services through Provincial Governments (8:8). The sheer magnitude of problems facing the Provincial Governments in developing the rural areas must be recognized. The physical geography with its coastal and mountainous areas produces varying climatic conditions, for example the severe frost in the Highlands of May to August 1972 (44:17); it also produces enormous problems of communication and inhibits movement of people. Heavy reliance has to be placed on all forms of transport - air, ship, motor vehicles, bicycles and legs. Access to some parts of the Highlands is by air only, and to some parts of the coastal areas by ship. Within the Highlands except for the Highlands Highway most roads are unsealed. Individually, few Papua New Guineans own cars, even in urban areas (1) and use public transport which appears to be expensive (55:7) or walk. The lack of mobility, the inability to communicate with each other, often causes rivalry and tensions between villagers. A result of this isolation is that it also breeds ignorance.

Part II: Access to Library-based Information Services in the Rural Areas.

As people concerned with information-giving through library-based activities, we cannot allow "the perpetuation of an environment of ignorance and prejudice, of clan interests, of communal and racial conflicts and of racial bigotry.... At the same time traditional and cultural values should not in any way be sacrificed in the scramble for material well-being" (106:101).

In a country so fraught with major national priority problems, do libraries have a role to play towards solving some of the problems? Are libraries relevant in PNG, particularly in the rural areas? The answer is "I don't know" and it depends on your concept of library services to the public.

It is fashionable in newly independent countries which have had a colonial administration to blame the colonial power for all the inherited problems - the lack of relevant developments, lack of skilled manpower to take over the white man's job, and, in general, bleeding the country for the white man's pocket. If this is what you feel then it is in the past and, however difficult, we have to look to the future for the people of PNG and their need to have access to information services which has been claimed to be a "fourth right of citizenship"(92:7).

Having said that, it seems to me that it was indeed most regrettable that PNG was exposed to the Australian model of public libraries. Of all the English speaking developed countries it is a country which has paid least attention to the development of public library services at a national level and its relevance to the changing information needs of the Australian society.

In attempting to discuss library services to the rural people in PNG, I have based my paper on the published librarianship literature on PNG and other countries. It is an area that requires investigation because of the high proportion of the population that lives in the rural areas and the Government's Eight Point Plan gives priority to the development of rural areas.

Within the rural areas library services to the public must seek to promote (87:7):-

1. Education
2. Information
3. Recreation
4. Culture

and the process of promoting and implementing this must take into account the varying levels of information-seeking patterns and life styles of the rural people. Active support should also be given to relevant existing rural programmes which have been established by the people.

Book Provision

In 1973, Richard P. Thompson warned that even with the growing literacy rate in PNG, libraries may well be "by passed" because the rich oral tradition combined with the introduction of radios (both a listening media) made it "all too easy to make the quick transition from this oral tradition to one of transistor radios and cinema" (104:166). Yet in September 1975, when public libraries were presumably still "print" or "book" oriented in PNG, it was a public outcry that prevented the Government from carrying out its threat of closing half of the twenty four public libraries (102:9). There is evidence that although public libraries in urban areas are heavily used by expatriates (63:275) and the educated elite (81:12), it is equally heavily used by Papua New Guinean school children (85:86:63:275:82:28). Thus, as Marjorie Roe has pointed out, the traditional role of libraries, that of book provision will always "be relevant for some"(99:338).

With plans for universal primary education, the growing number of Grade 10 school leavers who are unemployed, and, the Government's plan to employ them as teacher aides in community schools (40:81), there is a vital need to continue with the provision of relevant reading material in English and the vernacular languages.

Community Programmes

The Government's encouragement of 'self-reliance' community programmes (53) has resulted in the establishment of a number of projects which have (or could have had) implications for libraries. Some random examples of published reports are:

G Kemelfield - Pilot projects for community-based education (27)
N Giruare - Village live-in workshops (16)
P Kaman - Community self-help project at Minj (25)
A F Cates - Atzera literacy programmes (7)
J Liosi - Vocational education (31)
J D Harrison - Community education among the Guhu Samanes (24)

Apart from promoting adult or family literacy programmes and relating education to the immediate and relevant needs or skills of the people, some of the significant factors which have contributed to the success of these schemes were that:

1 At a local level the people themselves were consulted before launching of the schemes
2 It was relevant to them and they participated in it
3 The supervisors were proficient in the local dialect and understood the needs and varying levels of education amongst the people
4 Recognition was given to the oral means of communication and full use was made of charts, videotapes, music, songs (in their own languages) and films; the visual and listening media proved to be effective in communication

Munari Uyassi's article (53) clearly reveals the difficulty local people face in gaining access to government information and their lack of knowledge about who to turn to for information within government departments located in the urban area. Although attempts were made to show films about the workings of government it is lamentable that all films were in English!

Audio-Visual Material

With these facts in mind it is clear that audio-visual material is a crucial communicating media to a large percentage of Papua New Guineans. Books will continue to have relevance to some people and the importance

of the printed word should not be undermined. But the avenues that could lead to the use of books (even comics whether "Phantom" or not) as sources of information as well as all other forms of sources of information should be fully exploited.

If you think that libraries, as store-houses of books, are going to be "by-passed" because of the oral tradition and the popularity of other listening and visual media, there is still some hope for you as a "specialist" librarian - go out and record the oral history of the people and to be effective and quick you will still have to use a non-book media, e.g. a cassette recorder, for this task before you can produce a book. There is value to be gained by this, because this is how the culture and heritage of Papua New Guinea life can be preserved and disseminated in the printed form, by films, by recordings, i.e. a combination of all forms of media.

Community Information

As librarians, we are also concerned with improving community information to the majority of the rural population in a way that they can understand it. This is a task that has to be done NOW and the process of socio-economic development cannot wait, and yet the progress of socio-economic development depends on the transmission of accurate information and education to the people, or, in other words, an informed community.

It is becoming increasingly evident to librarians that we cannot work in isolation from other professions, eg. educationalists, sociologists, linguists, because much of their research and findings are relevant for librarians in providing an appropriate service. Yet, our presence as librarians is not felt by these other professions when it comes to services to the public. There is a little team work which includes a librarian when starting on a community programme. This is because we have not made them aware of the changing role of the library and the potential of a library service as an information centre. Libraries have always performed the role of giving information, as a reference or enquiries service, but for too long we have projected the image that all information is derived from books.

The difference between these other professions and librarians is, other professions are not solely concerned with informal continuing education, or lifelong education; they are often unable to feed the people with relevant information in a way that they can understand it. They are often too specialized and cannot continuously promote education, culture, recreation, and information all at "one go". This is the role of the librarian.

When translating the Government's Eight Point Plan, the development of rural schemes, the promotion of "self-reliance" community programmes, then surely a community information system which can act as a referral centre should be the foundation of all community programme. At the same time, the question that has to be asked is, "how much can Papua New Guinea library staff undertake"? because there is the danger that in trying to undertake so many tasks with so few Papua New Guinean staff, that their services to all sectors of the community will be thinly spread and little impact felt. The importance of having bilingual and bicultural staff when serving a diverse linguistic population has been demonstrated in Australia (95) and in PNG (71).

Priorities of Service

There is therefore a need to have a plan for a priority of library-based information pgrogrammes to the rural community. This plan could be undertaken by the Government's Provincial Data Library which "would serve as a reference centre for all important provincial and national documents... if the information produced by national and provincial documents is to be effectively utilized" (40:60).

It would appear that similar to education programmes, priorities and provision of library service would differ from province to province and from village to village. Referring to education, Alkan Tololo has said "there will not be one curricula but a variety of curricula to serve the needs of both societies - modern and traditional societies" (50:7). These are important factors to take into consideration when providing a library service, as priorities of library services must necessarily differ from village to village.

What then should the priorities of library-based information services be in PNG? Should we be concentrating on, for example:-

1. Women?

In discussing information services for children in Southeast Asia, Hedwig Anuar drew attention to the importance of educating the mother: educate the mother and you educate the children (62). This point is in keeping with the Eight Point Plan, but, will the "wantok system" and the fact that both parents and older children go out to work in the farms and the younger children are looked after by grandparents or the extended family suggest a different approach of priorities of library service in PNG?

or

2. Men?

Particularly the older and respected men of the villages who have a strong influence on their villagers. In singling them out for attention they will maintain their prestige and perhaps encourage the use of the library service.

or

3. Promoting a legal act which will make it mandatory for all Provincial Governments to establish library-based information services with a commitment by Central and Provincial Governments to provide adequate finance?

or

4. Eradicating illiteracy?

Is this the function of libraries? or could it be left to the Summer Institute of Linguistics which in 1971 was reported to have worked in ninety languages and conducted adult literacy programmes in about half of them (18:415).

or

5. Producing relevant materials?

For example, Papua New Guinean films, recording music and local songs, so that both the illiterate and literate rural people can enjoy it; or, producing simple reading books based on Papua New Guinean life for the new literate? This is not as difficult as it appears to be as Selina Mainga has stated that she herself read stories in Pidgin into tapes and in between each story she taped Papua New Guinean and English songs for her library users (88:5). But at a national level, is this a priority?

Whatever you decide as a priority service you should always remember that village life varies from one village to another; the information needs of people differ from one individual to another, the different ways people respond to the information they receive means that we have to use different forms of giving information and utilize all forms of appropriate media. Launching new library services requires considerable planning. So often services fail because they are ill-equipped to meet the demands of the people.

Delivery Systems and Service-Points

From the published literature it appears that from January 1978 public libraries became the responsibility of Provincial Governments (65:75) and I gather that the National Library Services (NLS) as a coordinating body for all library services in PNG will still continue to:-

> "Promote literacy, encourage reading and disseminate information and ideas by the establishment of public libraries, mobile library service, rural library services and by other means".

Assuming that one of them is responsible for establishing and providing public library services I want to turn to discussing delivery systems and to consider the location of library service points. At this juncture I must state that some of the points that I shall raise will or may be irrelevant to PNG now, but they could be considered as future plans.

In 1975 there was one central library with twenty-four branch libraries (63:273-274). Kwami E. Avafia has stated that most libraries are situated in the urban areas, and in using Appendix III (urban population) and Avafia's list of public libraries in PNG published in *Libri* 1975, it appears that only eight of the twenty-four branch libraries are in the rural areas. There is also a Country Lending Service operating from the larger libraries (68:47). The eight public libraries (as at 1975) located in the rural areas and serving 87% of the total population reveal how disadvantaged the rural population is in comparison with those living in the urban areas. With poor road transport and the cost of public transport there is an urgent need to expand library-based information services in the rural areas in the form of static or mobile libraries.

The Government has recommended that community schools should be encouraged to operate village libraries and it has also encouraged the establishment of village centres (40:81). In taking the concept of community school libraries first, a 1979 document on *"The Canadian Schoolhoused Public Library"* (61) has reported on the successes and failures of such combined services. Very often the success of the scheme depends on the attitudes of staff and the people living in the area. How the adult rural population in PNG will accept the idea of a school-based information and library service is difficult to say. The economic advantages are many, but it may not necessarily be a success with the adult population if they resent it. While children may readily adapt to new experiments, the adult population may not be inclined to do so. Thus, before embarking on a community school library, it is important that the attitudes of the adult population is known.

In considering the second point, that of establishing village centres, there is no obvious reason why a public/school library should not be located in the village centre. In Denmark, the Institute of Centreplanning has proposed a model for a "combined service unit" for sparsely populated rural areas. This unit could, for example, include a grocery and chemist shop, a postal service and a library-based information service (100:40). The number of staff and the size of the building or room from which all services are provided will vary according to the size of the population served. In Skagen Public Library, Denmark, the public library hired a bus in the off-peak season to bring the people to the library.

At this stage I am not going to discuss the problems connected with branch or static libraries in PNG, as they already exist and the problems will be only too obvious to you.

Moving on from branch or static library service points to postal and mobile library services, various librarianship publications on PNG have expressed the need for more depots for book-boxes (62:275) or book-boxes through postal services (85:87:71:2) provided there are roads - highways, trunk or feeder roads.

Figure 1
PRIME MOVER and TRAILER

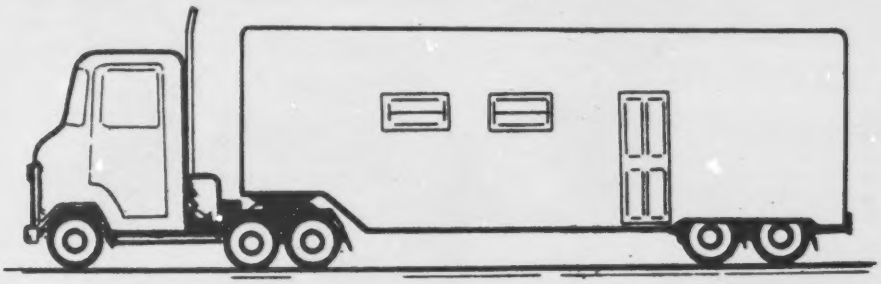


Figure 2
MOBILE LIBRARY and TRAILER

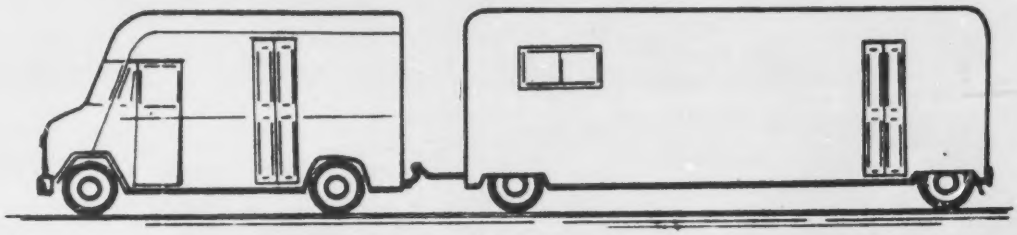
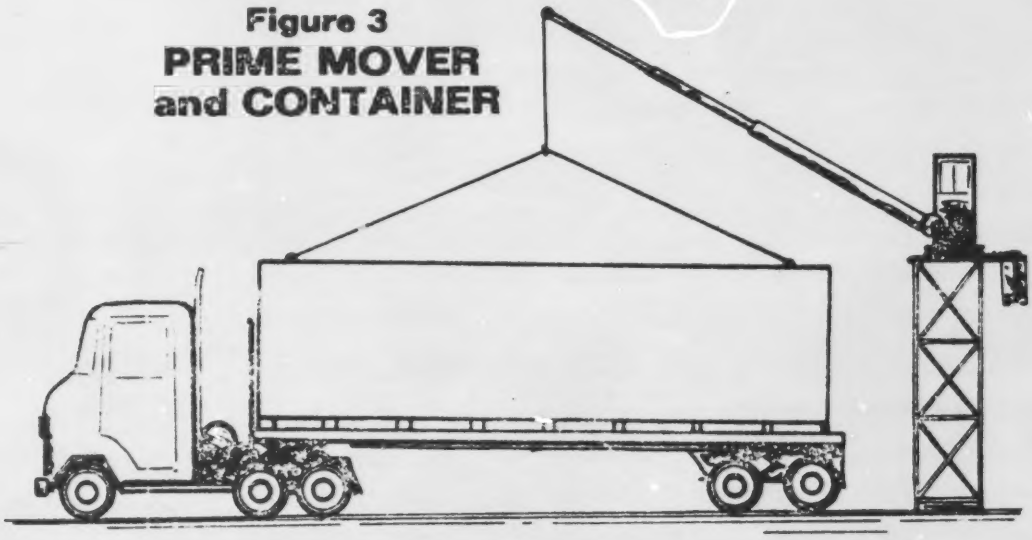
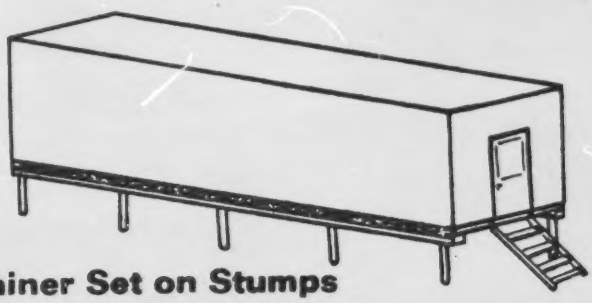


Figure 3
PRIME MOVER and CONTAINER





Container Set on Stumps

Figure I shows the different kinds of mobile libraries that are used or have been experimented with in England. The first drawing shows a Prime-mover or tractor with a trailer. The advantages of this type of trailer library are that:-

1. One trailer can hold up to 5000 volumes or 15,000 records or 20,000 cassettes (rough estimate) or a combination of all three media.
2. The prime-mover or the tractor can be used on unsealed roads provided they are reasonably wide.
3. The prime-mover can leave the trailer at a fixed location and return to the Central Library to get another trailer and leave it at another location. In this way the prime-mover is being constantly used. In the rural areas of Papua New Guinea with its long distances, it may not be possible or economically feasible for the prime-mover to return to the Central Library. However, it may be possible to devise a local construction, whereby once the prime-mover has disengaged itself from the trailer, it can carry, for example, boxes of library materials, eg. books, cassettes, to the smaller communities.
4. There is a scope in the trailer for a link-up with larger libraries by radio telephone and space for small displays and a study table.

Figure II shows a mobile library pulling a trailer library. The advantages of this scheme are that:-

1. Book stock can be increased to about 7,000 volumes.
2. Once the trailer is left at a large central location, the mobile library can serve the smaller communities. In Finland, the mobile library travels clockwise on the first round of visits to villages and anti-clockwise on its second round of visits to villages and in this way takes into account the different working hours of the people it serves (78:94).

Figure III shows a prime-mover pulling a container library. The advantages of this scheme are that:-

1. The container can hold 6,000 volumes or 18,000 records or 24,000 cassettes (rough estimate) or a combination of all three media.

2. There is provision for telephone service as well as provision for study and quick reference facilities
3. The prime-mover can be used when the container library is in service (as has been pointed out earlier).

However, to lift the container it is necessary to have two hydraulic arms with steel cable attachments. The site for the container has to be levelled or filled with hardcore or asphalt, or have stumps (see last drawing) so that there is a flat surface on which to lay the container.

I have discussed mobile libraries on the land, but what about the possibilities of air and sea-borne mobile libraries? Let us take the air-borne service first, for example, using the DC3 aeroplane and/or helicopters. In Europe the DC3 has been termed as the "tractor of the air". I am aware of the high mountainous ranges in PNG, but I am also aware that air-transport is heavily used in PNG. The capital and recurrent expenditure of such a service is staggering, but, it is not just a thought and one cannot help but think how much more valuable it would have been if the Australian Government had given PNG an aeroplane library rather than a National Library Building! I say this because it has been demonstrated in the developing countries that at some stage a "series of 'national' type institutions, like national archives, a national theatre or, a national museum" or a national library "will emerge as an expression of emergent nationalism" (106:99). Although the building of the National Library might have been delayed, it would eventually have been established. Similarly with air-borne mobile libraries, the possible use of a sea-borne mobile library should not be ignored. The potential uses of the mobile library whether air, sea or land-borne are many, particularly in PNG where the population is so scattered in the rural areas and the cost of travelling so expensive.

Since there are no known studies on mobile library services in PNG, it is necessary to consider studies or reports from other countries. In Melbourne, the mobile library, the Jolly Jumbuck, does not hold a bookstock but is completely equipped with audio-visual material. It visits schools and the films and story-telling sessions are a tremendous success! In Swedish Lapland the mobile library is known as a "Culture Bus" and is equipped with "six audio-units with headphones, separate stereo speakers, 2,000 books for borrowing, a kitchen, a toilet and a big picture windows" (80:96).

In Finland, the mobile library may carry books, films, cassettes, on one occasion, and on another occasion it may be used as an art gallery or an exhibition of handicraft done by local inhabitants for other local inhabitants to see (84:103). In Norway, the mobile library is a "culture on wheels" and apart from a bookstock, the emphasis has been on story-telling, folk singing, with authors and folk singers joining the library staff (105:45).

A British study done by Cheshire County Council on the cost benefit of small library service points in the rural areas shows that (69):-

1. The cost of operating a mobile library service is more expensive than that of a static centre, but
2. the mobile library reached a much larger population, and was used more intensively than a static centre.

Bearing these two points in mind and noting the wide range of non-book material and activities that are undertaken by mobile libraries in the Scandanavian countries to their rural areas, it would appear that the whole scheme will be too costly. However, one should also consider the possibility of joint-purchase or sharing resources or hiring the mobile library out to other institutions when not in use. In Norway, the County Library took the initiative and their mobile library is now used by a number of institutions (79:15) when the mobile library is not in use. The idea of sharing resources is important, because, apart from the economic savings, it does make other official institutions aware of the library service.

In relating the use of mobile libraries to PNG I am heavily indebted to a publication entitled *Growth Centres and Area Improvements in the Eastern Highlands District (55)*. The authors recommend the use of mobile servives as the most effective way of giving a service to the rural population. Since it is restricted to the Eastern Highlands I do not know how applicable it will be to the other parts of the country. The rationale behind their recommendation is listed below and they claim that:-

1. Villagers who wish to improve their living conditions are trapped in a circle of inadequate services, inadequate information, inadequate visible goals and inadequate means of reaching new goals (55:ix), but they point out that:

2. local unofficial communication systems are extremely effective channels of information flow and more attention should be given to the use of 'traditional' or local channels in introducing innovations. For example, the Goroka market provides a largely unexploited opportunity to feed useful information into the local community system (55:4);

3. people seeking higher order services have to travel considerable distances to the larger centres and they quote an example that a villager from the Lufa area must travel to Goroka at a return cost of K3.20 perhaps just to buy a few stamps (55:7);

4. that as a result of this, higher order services can only be made widely available through increased mobility which can be of two kinds (55:7-8):-

   (a) mobility of consumers, or
   (b) mobility of services;

5. to increase the mobility of consumers requires expensive infrastructure requirements and in contrast many services currently provided only at fixed points could become mobile on existing roads at a fraction of the cost (55:8);

6. there are already a number of mobile services, eg. maternal and health care clinics, coffee and firewood buying, and if maximum advantage is to be obtained in rural areas, it is important that a wide range of services be provided in the same place and at the same time (55:8);

7. the ability to use several services on the same trip makes a walk of about 5 miles more acceptable to the villager (55:8) and as such ;

8. a "Market Raun" of mobile services would be of tremendous advantage to the villagers, if it is properly coordinated (55:8).

In discussing the location of the "Market Raun" the authors recommend that:-

9. it could be located on, or adjunct to, a local "singsing" ground. At the "singsing", apart from dancing and social activities a number of trading activities are carried out (55:38);

10. to be successful a "Market Raun" must provide an attractive range of services, e.g. advisory, welfare, education, banking, entertainment (55:39);

11. other possible locations for "Market Raun" would have to be looked into and locations may have to be altered with changing rural conditions (55:41-42).

If this scheme of "Market Raun" is already in action then I see a mobile library service as part of the "Market Raun".

Government has also recognized the importance of providing focal points in villages for communities and has recommended that ten community centres be built each year. Each centre is to have a main meeting area and two small rooms for visiting extension personnel and the centre will be used, for example, for community meetings, literacy classes and films (40:166). Consideration should be given to using these centres as library service-points or to using a mobile library service when the centre is open for activities.

Concluding Remarks

I have outlined some of the ways in which libraries can reach out to the public in the rural areas. I have also stressed the importance of the audio-visual material in areas where a high percentage of the people are illiterate. In doing so, I hope I have not led you to believe that I do not believe in the value of the printed word or the book. In a young country which is becoming increasingly educated the book will continue to be an important medium. But we are also concerned with library-based information services to the rural population today and the audio-visual media may have more relevance to a larger part of the population than the book. It may also encourage people to read.

The library has a vital role to play as a community information service point. Sadly, few people realize this aspect of library work, and in a way, you are fortunate because the concept of libraries is still new in PNG and you can introduce the library service as a centre for information, recreation, education and culture. With the exception of the Scandinavian countries, few other Western developed library systems have been able to successfully influence the public into seeing the public library as a vital service point for education, recreation, information and culture.

I am also conscious that there are so few Papua New Guinean library staff to serve the needs of the people. Expatriate librarians have contributed to the development of libraries in PNG, and while they bring with them their professional expertise, not all understand the languages, traditions, beliefs and culture of the people of PNG. Thus, there must be a two-way flow - Papua New Guineans educating the expatriate librarians about their ways, their culture, their family traditions, and, the expatriates imparting their professional skills and guidance. If you have thought about and can meet some of the challenges that Ken Gilmore has asked in his article "Developed and developing countries, an evolutionary process" (75), then you are half-way to solving some of your problems, and library-based information services will be relevant to PNG.

In the *Barefoot Librarian,* the authors have stated that "ultimately, the solutions to Southeast Asian problems at least in respect to libraries, would seem to lie in the Southeast Asians themselves" (106:6) and in PNG, ultimately too, "it is the Papua New Guineans who must make the decisions, both as to goals and means to achieve these goals" (50:6) in the development of a meaningful library-based information service to the people in the rural areas.

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APPENDIX I - COMPOSITION OF THE POPULATION 1966 & 1971

In thousands. Figures in brackets are percentages of total.

		1966		1971	
Total population		2,150	(100)	2,435	(100)
by sex :	males	1,120	(52.1)	1,263	(51.9)
	females	1,030	(47.9)	1,173	(48.1)
by age :	0-14 years	896	(41.6)	1,037	(42.6)
	15-59 years	1,141	(53.1)	1,242	(51.0)
	60 + years	113	(5.2)	156	(6.4)
by location :	rural	1,902	(88.5)	1,979	(81.3)
	urban*	248	(11.5)	457	(18.7)
by education :	no schooling	1,542	(71.7)	1,776	(72.9)
	primary school not completed	576	(26.8)	558	(22.9)
	primary school completed#	30	(1.4)	92	(3.8)
	secondary school completed	2	(0.1)	8	(0.3)
	tertiary education completed	0		1	(0.1)
by occupation :	non-participants	1,054	(49.1)	1,240	(50.9)
	self-employed in rural areas	955	(44.4)	983	(40.4)
	in wage employment	130	(6.0)	189	(7.8)
	urban workforce not in wage employment	11	(0.5)	23	(0.9)

* = including rural non-village

= up to form four or equivalent

SOURCE : A L Elek *A simulation model for longterm policy formation in Papua New Guinea.* Canberra, Research School of Pacific Studies, Australian National University, 1978, p23.

APPENDIX II - PROVINCIAL POPULATION ESTIMATES

	Census June 1971	Estimate June 1979	Estimate June 1980
Western	70,339	91,100	94,100
Gulf	58,273	71,100	73,100
Central	175,515 combined	131,400	135,000
National Capital		123,000	131,500
Milne Bay	108,528	135,500	139,500
Northern	65,918	85,600	88,600
Southern Highlands	192,047	222,900	227,200
Enga	343,272 combined	164,100	167,200
Western Highlands		263,500	272,800
Chimbu	159,729	169,800	170,900
Eastern Highlands	236,752	292,500	300,800
Morobe	240,930	316,200	327,600
Madang	168,212	207,100	212,600
East Sepik	180,149	209,600	213,500
West Sepik	93,479	107,800	109,800
Manus	24,356	34,900	36,600
New Ireland	58,507	74,500	76,900
East New Britain	108,238	125,200	127,700
West New Britain	60,783	94,600	100,000
North Solomons	90,382	128,200	134,300
ALL PROVINCES	2,435,409	3,048,600	3,139,700
NON-CITIZENS	54,526	30,000	29,000
ALL PERSONS	2,489,935	3,078,600	3,168,700

The estimates for June 1979 and June 1980 are based on projections provided by L Lewis and A Elek of the University of Papua New Guinea

SOURCE: Population Statistics Section, Bureau of Statistics, Port Moresby, August 1979

APPENDIX III - URBAN POPULATION ESTIMATES

	1979			1980		
	Citizens	*Non Citizens*	*Total*	*Citizens*	*Non Citizens*	*Total*
Port Moresby	111,600	10,000	121,600	120,800	9,400	130,200
Lae	47,200	3,600	50,800	49,500	3,400	52,900
Madang	20,200	1,400	21,600	21,100	1,200	22,300
Wewak	18,600	800	19,400	19,400	700	20,100
Kieta*	14,700	2,500	17,200	15,700	2,300	18,000
Rabaul	12,500	1,500	14,000	13,000	1,300	14,300
Goroka	9,700	800	10,500	10,100	700	10,800
Mount Hagen	7,200	600	7,800	7,500	550	8,050
Lorengau#	7,000	150	7,150	7,500	550	7,650
Daru	6,650	50	6,700	6,800	50	6,850
Popondetta	6,200	300	6,500	6,550	250	6,800
Kavieng	5,000	200	5,200	5,400	150	5,550
Kimbe	4,100	100	4,200	4,850	100	4,950
Alotau	3,500	100	3,600	3,700	100	3,800
Vanimo	2,500	100	2,600	2,600	100	2,700

* = inclues Arawa and Par[illegible]

= includes Lombrum

SOURCE : Estimates calculated from projections based on the 1971 Census and from recent Urban Population Surveys and Censuses. Population Statistics Section, Bureau of Statistics, Port Moresby, August 1979

APPENDIX IV - PAPUA NEW GUINEA'S EIGHT AIMS

1 A rapid increase in the proportion of the economy under the control of Papua New Guinean individuals and groups and in the proportion of personal and property income that goes to Papua New Guineans.

2 More equal distribution of economic benefits, including movement toward equalisation of incomes among people and toward equalisation of services among different areas of the country.

3 Decentralisation of economic activity, planning and government spending with emphasis on agricultural development, village industry, better internal trade, and more spending channelled to local and area bodies.

4 An emphasis on small-scale artisan, service and business activity, relying where possible on Papua New Guinean forms of business activity.

5 A more self-reliant economy, less dependant for its needs on imported goods and services and better able to meet the needs of its people through local production.

6 An increasing capacity for meeting government spending needs from locally raised revenue.

7 A rapid increase in the equal and active participation of women in all forms of economic and social activity.

8 Government control and involvement in those sectors of the economy where control is necessary to achieve the desired kind of development.

SOURCE : National Planning Office *National public expenditure plan 1978-1981.* Port Moresby, Government Printer, 1978, p2.

RADHA RASMUSSEN

QUESTIONS AND ANSWERS FOLLOWING THE PAPER

Question: *Speaker unidentified and question inaudible*

Answer: *Radha Rasmussen*

I think before you go to the rural areas you would need to have an idea as to the nature of the information the people there might want. This would mean that you would have to go right into the field and find what kind of information people really require. Are they asking about health? Are they asking about education? At first I think you might have to approach the rural people as a library service without books, trying to give the information they have requested. Once they trust you as a person who can find information and deliver the answers in a simple way they can understand and in their own languages, once you relate to the community then they will trust in you. After that, you might bring audio-visual materials as well as books and encourage them to use the library in that way. I think you have to go out and do a lot of field work and gain the confidence of the people. Now, how are you going to convince Provincial Governments to establish library services? I think, from what I gathered yesterday, that that is the National Library's job.

Question: *Deveni Temu, PNG University of Technology*

I personally think that what is happening here is that we are trying to jump too far ahead before sitting down and studying the community for which we are trying to provide a service. What should happen in Papua New Guinea is for the librarian to go out to the villages to study the information needs of the community. I think what has happened in the past and is still happening is that we are trying to follow the conventional set up of libraries in this country: therefore this is a big struggle. We must make libraries attractive to readers so the village people will come in and use them. Perhaps the SIL idea of a library service starting with a librarian or teacher sitting under a tree reading a book is the answer for the rural people. I personally believe that other library systems should not be transplanted here as has happened in the past because our kind of set up, our problems and our conditions are so different. Therefore they must be

treated as individual problems and not be based on African problems, West Indian problems or the problems of any other country. It must be Papua New Guinean problems that must be studied and looked at so that we can work from here to provide a service for the people. Most discussion so far has been of library service of a conventional nature which I think is a big step to take without knowing our community or trying to understand the needs of the village people who make up the majority of the population. I think our main task is to study the people and in particular the rural community. From the past, I feel that a lot of village mothers and parents are more interested in gardening and fishing rather than sitting down with their children to read a book. Problems like language, the right kind of information, and in what form are other questions. So this conference, I hope, should make all librarians think critically before trying to indulge in expensive projects like a mobile library. We should start from the simple things. We must find our writers, we must find the language and the kind of information that our people need.

Answer: *Radha Rasmussen*

I could not agree with you more. The point that I would like to make is that there are a number of published research reports on Papua New Guinea. One step would be to start reading these publications first, gaining an understanding of what has been published. When I talked about mobile libraries, there are some things that have to be done now and some things that have to be future plans. I think that there must always be plans because you never know when suddenly someone will give you K50000 to spend in a hurry. If you do not have a plan when that money comes you won't know what to do with it. I do agree with you completely that the conventional system of public libraries may not be applicable right now in Papua New Guinea. I can also see that when the roads are sealed and when there is a larger road network it would be good to have plans to use a mobile library service.

Question: *Dika Hoi, Library Studies Student, Administrative College*

Do you mean that only the public library and public librarians should be involved? What do you think about special libraries?

Answer: *Radha Rasmussen*

It is difficult for me to answer this question. I think every librarian who works anywhere should be giving some kind of outreach service. However

I do not know how the system works in Papua New Guinea. I think that as professionals we are all committed but I suppose that we would have extension activities with different sections of the community. By this I mean that the public librarian might deal with the public at large and the university librarian with the university staff and students; within each category there might be different kinds of extension activities.

Question: *Speaker unidentified and question inaudible*

Answer: *Radha Rasmussen*

I am sorry that I quoted from the SIL report published in 1971. I cannot tell you more than that and perhaps Peter Evans can help me out. The 1971 report said that SIL worked on 90 languages but had provided literacy classes in 45: I was using that as an example that perhaps instead of librarians being concerned with illiteracy and its eradication it might be a task that could be left for the SIL which is already deeply involved.

Answer: *Peter Evans*

As to the number of teams there are now over 150 teams in different languages the majority of whom are specialists. As to the relative effectiveness of the literacy campaign - this varies from very low results to very good results. The big problem is motivation: we have found that programmes are more successful where the village community has a high level of motivation towards becoming literate in their own language. We have found in SIL that it is no good attempting to conduct literacy programmes where there is no motivation, the people do not learn very much. There are many effective literacy programmes conducted by SIL with people learning to read in their own language.

Comment: *Speaker unidentified*

I want to state that one of the qualifications for becoming a librarian in the rural areas should be to live with the people there. It is useless to go there and put up a building with no librarian there. If you cannot do it yourself then provide the service to the people through somebody they know. If you are doing it yourself, make sure that it is regular.

SESSION FIVE

AGENCIES INVOLVED IN INFORMATION WORK

SPEAKERS

DAVID BURROWES
BRIAN AMINI
TWAIN PONGI
HARRY DUNSTAN
NICK SCOTT
HEATHER PORA-SCHMIDT
SEMESA SEA
RICHARD ADLER
MATILDA LAKA
KEVIN WALCOT
PAUL BRENNAN

SESSION CHAIRPERSON

DR M KALIM QAMAR

FRIDAY
OCTOBER 19TH 1979
10.00 AM - 12.30 PM

DAVID BURROWES

The work of the Department of Commerce started in the 1940's when cooperatives were thought to be the natural form of business for Papua New Guineans to start learning the ropes. Many of the members of Parliament today actually came from the original Division of Cooperative Development. Cooperatives had a chequered career over the years and a few years ago an alternative form came into being called *business groups* - these were thought to be more appropriate to Papua New Guinean ways of doing things. We have tried to respond over the years to the changes in the needs and demands of the people and of course business being as diverse as it can be this has created tremendous staffing and training problems within the department. Our range of activities has increased enomously and our recruitment and training is just not able to keep up. We are in danger at the moment of spreading our resources too thinly over the country which is a problem in the work of all departments throughout Papua New Guinea. The other argument is that we should have a Business Development Officer possibly in every village: that is a very difficult argument to counter when the pressure is from very high up.

We are at present called the Department of Commerce and Tourism and have both a national structure and a provincial structure. With the advent of provincial government we handed over a lot of the functions of the Department to provincial governments - all the Business Development Officers in the field and our Field Training Officers where we do have them, they are not unfortunately in all provinces. At the national level we have the Minister, Sir Pita Lus, Permanent Secretary, Deputy Secretary and several Divisions: *Financial Advisory* which has the specialist task of giving the more complicated financial advice to larger businesses in connection with takeovers and joint ventures; *Technical and Small Scale Industries* which is involved in research for small industry and promotion of those ideas to the people; *Commercial Advisory* which has few staff left since most of the work has been handed over to the provinces; *Publications and Training* which I shall concentrate on this morning. In the field there is a similar structure with each provincial Administrative Secretary in charge of a Division of Commerce or Business Development with a Provincial Financial Advisor, a Provincial Field Training Officer, Technical Officers, newly created Project Officer positions

and a structure of Business Development Officers and District Officers. The function of the Department basically is to promote national entrepreneurs - that is the widest definition I can possibly give, we can be asked to be management consultants to any form of business. Our officers are mainly taken straight from school, university graduates are not numerous enough yet to be recruited to our Department, and we turn them into management consultants within three years. Once they are in the field a tremendous task is placed on them.

The Publications section functions from the Waigani office although in the past eight years we have had six Publications Officers. The training branch has the responsibility for producing publications for distribution to people in the field. The argument immediately comes up: should books about business be accessible to just about anybody who thinks they want to read about that business? Or should they only be supplied in response to particular requests? We have a resource problem in producing the publications in the first place and it is sometimes difficult to know how to do the distribution. We have used the school system, a lot of school libraries have copies of our publications; people interested in starting a trade store or a trucking operation write to us for our booklets and we do make a nominal charge. The Provincial Field Training Officer in each province is the person in immediate contact, his activities are very wide ranging - he can give talks at schools, he can assist the commerce teachers in the school, can set up book-keeping procedures in the school canteen which can then be used by classes to assist them in practical training; does recruiting for the Department; conducts courses in business awareness. If there is no Field Training Officer then the Provincial Business Development Officer should be contacted - if he cannot help you then it is Waigani's job to assist him. I have handed round this morning a small brochure on the Department: we are ready to assist in any way we can.

BRIAN AMINI

I thank you for the opportunity to participate in this discussion despite the Office of Information's limited role these days in the operation and coordination of library services. Your conference this morning is primarily concerned with communication through the printed word, through books, although, more recently the National Library has acquired a film library which I understand is going from strength to strength under new management. Those present are mainly librarians, library administrators, or library users. The Office of Information must necessarily cover the broadest possible field in information dissemination and utilizes many techniques and resources to achieve the success of its communication programmes. Printed publications are one of them and a large section of our production division is devoted to this task. Before proceeding to the specific area of our involvement in the print media, I would like to emphasize the Office of Information's role in providing a two-way communication for the National Government between it and the people. We have developed technical sections which specialize in such things as photography, film-making, video, art, design and publications production. These, however, are mainly back-up media for communication programmes that might be implemented through people in the field. It is a field network that actually gets our message across to the people. The effectiveness of this network determines the effectiveness of any government information programmes whether it be on a national or provincial level. Communication in Papua New Guinea relies heavily on personal contacts between those who transmit messages and those who are intended to receive them. Traditionally in our society in Papua New Guinea, these have been the methods by which messages have been passed for centuries and because of our people's limited access to formal education and the high percentage of drop-outs in the educational system, these methods must necessarily continue for a long time to come.

Our support services are, therefore, as the name implies, using various media to back up direct contact with people. As publishers we consider this an important support role and we endeavour to utilize the full resources we have both human and material no matter how limited or insignificant they may seem. In the limited time I have available it would be pointless for me

to enlarge further on all our communication techniques. I will, therefore, concentrate on what we in the Office of Information are doing, would like to do and would like to see done generally in the field of communication through the printed word. Firstly, let me ask this question: why do people read? They read mainly for two reasons: for pleasure and to be informed. People generally do not read educational textbooks, reports, or proceedings of conferences like this one. Pamphlets and booklets on things like the Village Economic Development Fund or the rural development programme are essential reading for people seeking development. They do not read for pleasure, I am sure: they read them to get information. People generally do not fill their bookshelves with these sorts of literature. They want novels, fiction, romance, comics to exercise the reading habit they have acquired by education. And it is this type of publication that will find a lasting place on home book shelves or will be in most demand through our libraries. Scattered through home libraries will be a few good reference books that have appealled to their owners by virtue of their subject interest. Part of that appeal may be that they are presented attractively and, although technical, are readable. Unfortunately, we in the Office of Information are mainly concerned with materials that fall into the reading to be informed category and not reading for pleasure. In the last year or so we have therefore concentrated on our graphic design so that our publications will have eye-appeal as well as containing factual information. We have tried to upgrade our production facilities to maintain a high standard. When producing any publication our primary consideration is the target audience, people who are going to read it. A commercial publisher, and we have some of them among us today, will only produce a book if he knows he has a market for it. That market might be able to afford to pay a price that will recoup his production and distribution costs, leaving a margin for profit. As a government organization, one of our prime considerations is on the target audience but we do not have the same sort of restrictions imposed by the necessity to earn a profit like a commercial publisher. Nevertheless, government departments are restricted by the availability of funds and must allocate these resources to achieve the best possible coverage of the target audience.

An essential piece of information in determining the target audience for government information programmes utilizing published materials is: how many people in the audience can read? Another consideration is that if they have

some reading ability, in what language are they functionally literate? Some of my experience with my friends in Papua New Guinea is that we have in the home some communication in Pidgin, some in Hiri Motu and children speak in English. You talk to them in their own language and they reply to you in English, they understand exactly what you mean. But they will reply to you in English, Pidgin or Hiri Motu. Unfortunately, there are no up-to-date statistics available, the latest are those derived from the 1977 Census. It is likely that no question on literacy will be asked in the 1980 National Population Census. Nobody in the Users Advisory Committee assisting the Census Office in question preparation, except the Office of Information, considers it important enough to include such a question or could think of a way a question could be framed to determine functional literacy. It will therefore, be left to the provincial data-system to try and collect this information or a special survey will have to be made.

The education system uses English as the language of teaching. A certain amount of lip-service has been given to the concept of teaching in local languages in low primary grades. But basically, most of our printed material is produced in English: children learn to read English, English is the official language of government. Yet there are a growing number of people who are using Pidgin and Hiri Motu to overcome the communication barrier between language groups. Despite the fact the students are not taught to read Pidgin and Hiri Motu. What Pidgin and Hiri Motu publications there are are very popular. There is no doubt that traditional Pidgin and Hiri Motu have now incorporated many transliterations of English words into their vocabulary. This is particularly so in urban areas and a large number of the educated use Pidgin or Hiri Motu as a language of communication. Do we need to develop Pidgin and Hiri Motu publications beyond the reading to be informed category? Can we produce publications in Pidgin and Hiri Motu in the reading for pleasure category economically, and in sufficient quantities to supply demand? In the Office of Information, we have limited translation facilities for Pidgin and Hiri Motu but these are essentially translation services. We do not have writers or editors that produce originally in either of these *lingua franca*. We have been pressing the government for years to state a language policy and encourage standardization of the lingua franca for publication purposes: I do hope for that. But unfortunately for us and the reading public this has not been forthcoming.

As I have said, the Office of Information has produced published materials in the reading to be informed category, we are not the only government office doing this. It is of great concern to us that nearly evey government department is producing written information, yet there is no coordination of this material. The Office of Information continually resists requests for published material of which we have no knowledge and often the copies that have been cited by enquirers have no publication details or imprints. We get inquiries because we are the Office of Information: despite the fact that all publishers should deposit copies of their publications with the National Library, they do not do it and the National Library is no better off than we are in trying to provide the publications required. We have been pressing for a coordination unit not only to catalogue and be able to give information about all government publications but also to be a central outlet where these publications are available. I will try to place the role of the publishing section of the Office of Information in perspective with the rest of our Office: it is only a part of a broadly based communication organization, but nevertheless one that is very very important. When all field officers have left the villages, when the people have finished listening to the radio, there is nothing left but their own recollections. As we all know, recollections fade as time passes. It is only through the visual media: books, films and video that the average person has a renewable resource to refresh his memory. Of these, only books can easily be referred to or stored for quick reference. There are many sources I have not touched on like having the ability to read - how relationships within the family group might change because one person can read but others cannot: this brings up the whole question of adult literacy programmes and what the Office of Information could be doing to promote them. Some of our problem areas have been outlined and I hope this will stimulate some discussion.

TWAIN PONGI

I would like to take this opportunity to talk on the issue of how we are going to disseminate information to the public, especially to the majority of the people in the rural areas, how in effect the information is getting to them, and then to say briefly what we do at the Office of Home Affairs.

The Office of Home Affairs is a comparatively new name: we have been called the Department of Native Affairs, Department of Social Development and many others over the last ten years or so - I am sure the people are confused! In fact even school leavers, when they apply for positions with us, know us only for our welfare function. The people too think of our Community Development Officers as being "welfare" and do not consider the other work they do. Within the Office we do have people to solve welfare problems but there are also two other Divisions: Sports and Recreation and Community Development.

Within the Office we claim that we are in touch with the people and yet we seem to have problems in disseminating information to the people who need it. This has generally been the problem throughout Departments engaged in extension work: how do we get the information back to the people? We tried to solve this by distributing copies of *Wantok* to the villages and rural areas but when we came to assess the effectiveness we had to stop because the people were not interested in reading *Wantok*. We produce publications so the people know where to come for help. We also disseminate information about our work through other departments: for example, last year we assisted the Office of Village Development in preparing the *Development Directory*. For those of you who are interested our own regular publication is *Social Development Newsletter*. As regards the question of target, raised by Brian Amini, we are publishing information which only reaches certain people - a minority. We are not giving services to the majority.

HARRY DUNSTAN

My task is to inform you about the information services work of the Department of Primary Industry, mainly its work in extension services. Before discussing that, I would like to take up one point made by Brian Amini. He pointed out that the traditional method of information dissemination in Papua New Guinea is on a one-to-one basis. Bearing that in mind, our Department has one very big information section that is all those staff members involved in extension work. These people are scattered throughout the country they are the ones who are mostly in contact with people needing and seeking information: as a unit they make up an information service. In many ways the rest of the department exists to service that group. We have a number of specialist branches which provide resources of a wide range, but those resources are largely provided for the benefit of the extension service people.

I work in the Agricultural Education and Training Branch which has three sections: Education, Training and Information. The Education and Training Sections are mainly concerned with pre-service and in-service training. The Information Section, which is mine, is concerned with collecting, evaluating and disseminating information. The information is disseminated as far as we can arrange it to the people that want it. It is determining who wants it, and how they want it and arranging to get it across in an acceptable fashion that makes information dissemination difficult. Our main target area is Department of Primary Industry staff, but we deal a lot with other departments such as Health and Education, we deal directly with urban and rural communities in fact with anyone who comes along seeking information.

The Information section has four units.

(a) *Publications Section* produces a wide range of books, pamphlets and other materials. These are produced for very different audience levels and consequently the language they are prepared in differs depending on the audience. For example, we produce the *Papua New Guinea Agricultural Journal* and *Research Bulletins* that contain detailed research information. The magazine *Harvest* covers a wide range of topics but is written in layman's language: this has a much wider readership. We have a series *Farming Notes* which is aimed at school children and farmers with some education.

We have publications that are suited to village people with little education with these we are trying to cover a wide range of people with differing backgrounds; the languages used for these publications are basic simple English, Motu and Pidgin.

(b) *Public Information Unit:* This is a small group of people who are concerned largely with radio broadcast work. They have helped train almost all the NBC rural broadcasters and they continue to provide a regular supply of topical information on rural and agricultural fields through national and provincial radio. They also produce a departmental newsletter called *Didimag*.

(c) *Extension Research Unit:* Due to staff shortage, this unit is not fully operational. We are currently building a team whose functions will be to investigate and deal with field extension problems as they arise; to research overseas extension work, select information applicable to Papua New Guinea conditions and disseminate it, and to evaluate extension programmes and projects, both before they start and during their operation.

(d) *Library Services:* The Department of Primary Industry has a total of fifteen libraries scattered around the countryside. Because the Office of Forests has recently joined Primary Industry we now have two headquarters libraries one for Forests in Hohola and the original Primary Industry library in Konedobu. These two headquarters libraries service all the others and provide a regular information service to our staff scattered throughout the country. There is a good two-way flow of information between our headquarters libraries and our headquarters specialist staff through regular staff meetings and regular exchange of information. We do have some problems to work on: not all of our libraries supply what I call a voluntary flow of information to their clientele. They certainly answer queries when presented with them but I feel they have to do a lot more. I don't think enough people make a real use of the library service that exists: despite the fact that we have fifteen libraries many people cannot get to one easily.

This conference is concerned with libraries for the public, and I would like to make some suggestions or comments. I find that a lot of our staff make very little or insufficient use of the library. My theory is that during their education, people are not taught how to use libraries or what libraries have to offer them. My suggestion is that everyone here involved in information services and libraries should take every opportunity to

encourage primary schools, secondary schools and tertiary training institutions to make a definite effort to train and encourage people in the use of libraries. It is not enough simply to provide a library and provide time for students to use it: more than that has to be done. My other point relates to mobile libraries. People in Papua New Guinea leave school literate and then have little or no reading material available afterwards. The habit of reading and its enjoyment lapses. To solve this problem, we should all encourage the gradual development of mobile libraries, and by that I mean providing much more than a box of books. I believe this will be a very real and beneficial service to rural communities.

NICK SCOTT

I must first apologize for the absence of Mr Tony Austin who had originally been invited to give this address. Tony cannot be in two places at once, and as he had another meeting I have been asked to take his place. I was very interested in what the previous speaker had to say about the need to introduce library skills in both community and high schools. We in the Curriculum Unit are very conscious of this need and have been pressing for these skills to be taught for a very long time. The problem as you will be well aware is largely one of finance. We are living, I am sure you will agree, in a very exciting and challenging time in Papua New Guinea and this is true no less of the field of education: great things are happening in education, they are happening rather slowly for the liking of many teachers in the field. They are inclined to think of Konedobu as being an ivory tower with opaque windows, we can look out but they can't look in. That is not the case at all, most of us in Curriculum Unit have had experience of teaching, we are still closely in touch with the classroom, with the chalk and blackboards. You may know the story of the small boy who wrote, "Dear Auntie, thanks for the gift of that beautiful dictionary, I am finding it very useful. It is just the right thickness to go under the short leg of the billiard table". Now, that is not the view of the Curriculum Unit on the usefullness of books.

I said a moment ago that we are at a very exciting and challenging point in education in Papua New Guinea. This is particularly true with the development of a new approach toward English teaching being introduced into high schools. This is the functional approach: we in Papua New Guinea, I think, are pioneers in this approach and we are still attempting to produce materials to support that functional approach. Very briefly, the functional approach asks a question: what are the skills that our students will need to make them competent in the use of English when they go beyond school? The curriculum functional syllabus attempt to supply those skills. It has to supply also support materials, teacher's guides and student's workbooks and that is my main task: to oversee the production of these books. We are concerned chiefly with language but we are very conscious of the vital role which extensive reading plays, and the role which libraries can play in developing our students' skills in English. I don't know if you have yet had the

opportunity to look over the publication which Tony Austin produced in readiness for this conference. You will see when you have a moment to peruse its pages that the Curriculum Unit is very aware of the vital role that libraries have to play and we have been pressing for the inclusion in teacher training courses of a unit which would give trainee-teachers the knowledge to pass on to their pupils knowledge of how to use a library, how to extract information from books, what sort of books might well be in libraries, what sort of books they could ask for.

Another of my tasks as English Officer is to recommend books for inclusion in school libraries. Publishers are well aware of this and so onto my desk, therefore, comes a flood of very attractive coloured brochures from publishers, mainly from Australia but from elsewhere also and they come and see me and they press the quality of their products. Of course, I am interested but so often I find that the publications are designed for the country of origin and while the language and the sentence structures may be quite suitable for our level of students, the culture is so alien as to make the books quite unsuitable. Now, where the school teacher is an expatriate, from the land where the books originate then he is likely to be in a position to bridge that culture gap. As localization has proceeded in our schools and we have and more national officers there may be difficulties in the way of bridging that culture gap. Ideally what should happen is that the books going into our schools should be produced within Papua New Guinea, designed for the children in the situations in which they find themselves. A very exciting new project is under way called the Trobriand Reading Scheme. Tony Austin, Superintendent of the Curriculum Unit, has several times gone to the Trobriand Islands and has enlisted the help of local leaders and school teachers there in the production of ethnic readers. Beginning from Grade One and hopefully becoming more and more advanced so that these readers will be accepted by the children there as reflecting their own locality, about their own people, about their own pursuits. This is a pilot scheme and we are hoping that by-and-by other provinces will take up this same idea and produce their own materials. At the moment, economy demands that it is just black and white on rather inexpensive paper and so they don't have the attractiveness of a commercially produced publication but if, once this idea catches the imagination of the government and of other provinces, it will be good to think that this might be the beginning of great things in locally produced, provincially produced readers.

HEATHER PORA-SCHMIDT

The Office of Village Development is the smallest division of the Prime Minister's Department. It was previously the Village Development Task Force concerned with village development in the Papuan region. It became the Office of Village Development with a slightly different function: the objective of the Office of Village Development is one of an influencing type rather than an actioning type although in the process we have taken on an activity which is a functioning activity and that is involving rural people in small-scale projects. This function is the Village Development Fellowship Scheme which aims to encourage skilled Papua New Guineans to return to their villages and carry on small-scale projects. The information service which I am working with at the moment was only established last year.

Our information service involves a number of very important aspects and I am sure it is no different to many other extension services and that is that we are interested in informing the people about what is available, who is providing that service and how they can get the service. When I say "they", I am talking about the village people in particular because that is our main objective: to improve the rural life. Our publications should be aimed at the rural people although at the moment they are aimed mainly at extension workers and departmental officials. The *Village Development Directory* is a most important source of information for people because unless you know what is available, unless you know how to use what is available, unless you know who is giving it, then particularly among the people in the rural areas, you have nowhere to go. In the *Village Development Directory* what we are trying to do is to tell people what each department is doing; what is their function? What services do they have available, particularly for rural development? We have got the first edition of this book only a few departments are represented because not all could provide us with the information required to come up with a bigger directory. We are still continuing the process, hoping to get more departments to send in information about their functions and services they are providing. Our other major publication is *Yumi Kirapim* a newsletter produced in association with the South Pacific Appropriate Technology Foundation (SPATF). The aim of this little newsletter is to tell the

people, to give some examples of small-scale projects that village people are doing with a view to encourage others who are not yet moving in that direction to become involved in small-scale projects for their own life improvement. There is also information about how you can do simple technology mainly compiled by the SPATF. We want to continue to say to the people that you have your own ideas about what you can do but we can provide you with information about what is available and how to go about using those services that are available. We have a small library and being a half-baked librarian myself I would not say that it is a good library but we do have it for the purpose of getting together some information which we can use in providing advice to enquirers.

We work very closely with people like the Department of Primary Industry, Office of Business Development and other organizations who serve similar functions to us in trying to get information across to the people we are all beginning to understand that we are serving the same functions. I am not too sure whether we are getting our publications to all the libraries throughout the country and particularly to locations where rural people can use the information we provide. Our immediate agent for dissemination of our information are the fellowship holders who are involved in the scheme that we are implementing at the moment and, of course, we send out our information to other extension staff in the provinces through Provincial Governments but I would like to say that if libraries are not getting appropriate information for village people, perhaps they could let us know so that we can begin to send information which we think would be necessary for rural development. One of the questions I was asking in my mind was how do librarians, particularly those in the provinces, work out what level of material they have and for what kind of level of reader, in what language. Librarians should really have information that is particularly relevant to rural development produced in Papua New Guinea, not overseas, by our extension people.

SEMESA SEA

I would like to thank you for inviting me to tell you about what the Port Moresby Community Development Group is doing to help the people in the settlements aroung Port Moresby. It is a very small organization mainly working with people in squatter settlements. These people come from all over Papua New Guinea, although thirteen or fourteen settlements are occupied by people from the Gulf Province. Our aim is to go to a settlement, sit and discuss and find out the needs of the people; then we make plans and develop projects or help them to find resources or approach the authorities to find solutions to their problems. Some of these settlements were established soon after the Second World War and many of the children have been brought up here in Port Moresby - some of them have never been taken to their home villages.

There are two areas that we mainly deal with: one is the squatter settlements and the other is the resettlement areas. Squatter settlement problems at the moment are land, water, road and other basic services. The land owners will not allow the settlers to build better houses or bring water to their own little shanties. If any settler wants to bring water into the settlement he has to approach the land owner to give him permission to go to the council and ask them to put the water in. The landowners will not allow squatters to build or repair their permanent houses: they have found a problem in that the squatter population is increasing and also the traditional village population is increasing, and therefore they could not allow squatters to expand on their land. This is why for the last one and a half years I have been travelling round to the villages to find out the views of the landowners and people so that there can be communication between them. We have settlements at 6-mile which last year had no water and people were drinking from the creek. So, these people asked if they could have water brought in. I went down to the City Council and discussed with them how they could bring water to the settlement but because the land belongs to the Koitabu people the City Council cannot bring water in. I went to the landowners and discussed this with them and the landowners said they would only allow water to be brought in if the settlers were prepared to pay K1,000 compensation. This message was brought back to the settlers and these people raised K1,000 thenselves and, at the beginning of this year, this was paid to the landowners.

It is going to take a long time for the Council to bring water into the settlement in a proper pipeline, So we, on behalf of the settlers, approached business firms and they gave us materials and two tanks and we put up the tanks. These people pay the Council to bring water to the tanks. That is one example of what we are doing.

We don't have anything to take to the settlement but we get ideas from them and then plan and work with the people. But the main problem with our organization is that we have only seven paid staff and we very much rely on the students from the Administrative College and also the University of Papua New Guinea. We usually go out to the settlement after working hours because we know that all the men and some of the women are out working. We spend time in the afternoon, sitting down and discussing problems. We work very closely with various government agencies like, Office of Information, Home Affairs, Public Health and Primary Industry. I mention Primary Industry because at the beginning of last year people in the resettlement areas decided to use their backyards: we approached the Government and the District Commissioner's Office provided K1000 to purchase materials and equipment for the settlers to grow vegetables in their backyards. This is a typical example of how we approach various agencies to help the people.

The Churches Council for Media Coordination represents and is made up of the churches of Papua New Guinea. It is not an agency which produces anything, our main function is to assist the various communication agencies of the churches in anyway we can. Through the efforts of the Council we try to assist the churches in becoming aware of how communication can be used not only for religious purposes in terms of their ministries but also in terms of contributing to overall development of the country and its people. The Council also fulfills the role of assisting in the development of training programmes for staff within the various agencies, finding training opportunities, conducting workshops, finding necessary resource people for seminars and workshops - all of the various aspects involved in helping our agencies to develop and grow with their particular programme. The Council also represents the churches to various government offices, such as the Office of Information and the National Broadcasting Commission, and the Council is very much involved in developing or encouraging the development and the use of various media. Not only the mass media such as radio and newspapers, but also group media: working with smaller groups of people in smaller working relationships. We try to encourage the development of communication for appropriate messages within Papua New Guinea and to the Pacific Island countries.

What can the agencies of the churches do for you people who are involved with libraries? I have only two or three suggestions to offer this morning. One of the things which will be distributed is a blue sheet of paper which contains the names and addresses of the major Christian communication agencies in the country. There are the national agencies which again are not production but merely perform a coordinating function. There are several agencies involved in the production of radio programmes and cassettes: these agencies may be of service to you, do you have a message or messages that you would like to communicate to a larger audience other than just those people who come in to your library? Perhaps there are ways that you can work in conjunction with our church agencies in the preparation of radio programmes for broadcasting over the provincial stations or even in the development of cassettes which can be sent outside of the urban areas to bring your messages to people living in the rural areas. In terms of the publishing ministry

you will be hearing shortly from Father Kevin Walcott. The other publishers listed here are dealing primarily with books and they are looking to you particularly for feedback, not only how their publications are been received by the people who use your library facilities but you as librarians-what do you feel is lacking in the area of materials available for the public that you serve? The last area is audio-visual: here again we are open, all of our agencies are open, to suggestions and ideas in how they might asist you in preparing audio-visual material that will help to communicate specific messages. There is one other item which is available for limited distribution. This is the South-West Pacific Booklist. This is put out by the Christians Publishers and Booksellers Association and it contains listings of the publications available throughout the South-West Pacific which are published by Christian publishers. We have made available free of charge to the Library Association thirty copies for distribution. When that supply is exhausted, additional copies are available from the Publishers Association at the price of K2.

MATILDA LAKA

The Family Planning Association is a private organization which has formed on the 4th July 1974 and is a member of the International Planned Parenthood Federation in London. We are mainly concerned with the mothers and the children whether in urban areas or rural areas, the health of mother and the child, and the father too. I have distributed a pamphlet which tells you about the Association, its aims and what it is doing. An important part is what we call IEC: this is short for information, education and communication. We go to the rural areas and give information or get information: we all know that going into villages is not an easy task and communication with the village people is very, very hard, but we do try our best just to get ourselves familiar with the people in the villages. This Association reaches out to the areas where the Public Health Department (PHD) cannot reach. We help the PHD Family Planning Services and reach out to the rural areas, remote areas where the PHD cannot go because of shortage of staff. There are only four staff running the Association. Besides that we have committee members who are interested persons who joined the association just to help us. Communication is a problem but we do try our best and the main languages that we use are English, Motu and Pidgin. We reach out to all provinces of this country by mail and by telephone and in the urban and rural areas in the Central Province we go out either by road or by air just to get in touch with the people and tell them about the aims of family planning. I go out myself to the village people and I give talks to them first of all. If I am new to a village, I tell them about myself and what I am doing in the area and what does family planning mean and try to get them to understand. I go to the villages four or five times each month. When they request me to go out to give them more information, I go with family planning films which I get from the PHD and the National Library. These films are very popular and result in many requests for family planning information coming direct to us or by sending us letters, telling us what they want.

In some villages we have community-based distributors. This is to help the mothers and save them time and money coming into town for contraceptive supplies. The distributor has to be a person who is able to read and write and we bring them to our offices in Hohola where we run short courses for them. We have a small library made up of books we receive from Kuala Lumpur, London and Chicago which we often use for reference.

FATHER KEVIN WALCOT

Thank you for the opportunity to address this assembly on the work in which our organisation is engaged. Briefly *Wantok Publications* began its work in 1970 in Wewak with a Pidgin fortnightly newspaper. It was the inspiration of one man, Father Francis Mihalic who is known to many people for his work in Pidgin. It was his inspiration that something should be done for village people who spoke Pidgin: many were literate in Pidgin but there was very little for them to read and very little opportunity for them to be informed of what was happening around them. He battled for six years with the Catholic Church as his sponsor. Despite the small amount of assistance, he put up a strong fight to keep his publication alive.

In 1976 we decided, the two of us to make some changes. We decided to move from Wewak to Port Moresby and become a weekly publication. We also decided to try to involve other major churches in sponsoring this development, and as we were successful, *Wantok* came into being. We felt the task was too great for any single church and we also felt that the churches could give witness to their unity by trying to become involved in joint publishing. In 1977, we embarked on a new publication *New Nation* which had been a dream of mine for sometime. My aim was to do something for young people who had six years of primary education, and for whom there was little to read. *New Nation* is a monthly magazine in controlled English which fills that gap. The vocabulary is not scientifically controlled, but we do make an effort to keep the language level appropriate to the audience. The success of the magazine was phenomenal as circulation rose from 5000 in August 1977 to 65,000 in November 1979.

We became involved in the publication of *Rugby League News* which had been started by an expatriate photographer: we took it over because we realised that sport was a major interest to Papua New Guineans, and that an interest in sport could lead people into many other interests. We felt that there was a need to develop more specialist publications to reach particular audiences. We still feel there is a need for a publication for women, we feel that there are needs for all sorts of publications, but we cannot do everything, so we try to take opportunities as we see them.

Wantok Publications is a non-profit company, and if we are successful in anything, we are successful in not making a profit. We have taken as our motto *Talking with people in people's own way*. It is not something we have achieved; it is not something about which we can brag; it is rather an idea and a task which we have set ourselves. Our aim has been to talk with people to establish a dialogue; establishing a dialogue with our readers, and we do receive an enormous response from our readers both in *Wantok* and *New Nation*. In fact, we have complaints from people that they have too many letters in response to articles, pen-pals and so on. Government departments and agencies ask us not to encourage our readers to write, as they will write more letters than they can cope with. We believe in talking with people in people's own way, that is in an appropriate fashion to the language we use and the way we write for people. Again it is not something we have achieved, but something we have set ourselves.

I think that for publishers in Papua New Guinea, there are four things that they should try to do:

(a) they should try to be appropriate in the way they publish materials, the language, the style and so on;

(b) they should be sensitive to the cultural needs and aspirations of the people;

(c) they should be responsible in the way in which they address themselves to news and what is going on;

(d) they should be credible: losing money is one thing, but losing credibility is much worse, and I think that is something which is very important.

Many of you may have noticed that there is a controversy at the moment about advertising in Papua New Guinea. I think that highlights the kind of difficulty or problem that can arise if publishers forget these aims or ideals. I would like to acknowledge that *Wantok Publications* could not have established itself, nor could it could continue, without considerable assistance from organisations within Papua New Guinea, including the Government and the churches, as well as church related organisations in Western Europe.

PAUL BRENNAN

In the minds of many people communication is taken for granted in Papua New Guinea. We have been so pre-occupied with developmental needs of various kinds that we haven't been careful enough about what I regard as one of the most important aspects of our entire heritage, namely communication. When you look at a shield, when you look at a body painting, when you listen to poetry, when you listen to beautiful elocution of various kinds, who is it who can stand up and say *Communication has not been important in the development of this place?* I think, unfortunately, in the minds of many people communication might have begun when the Office of Information began in 1974; or perhaps in the minds of other people in 1977 when the National Library Service came into existence; or in 1973 when the National Broadcasting Commission started; or in 1962 - Rabaul Radio; or even back in 1888 when the first commercial newspaper began: *Torres Strait Pilot and New Guinea Gazette*. Communication is a process which comes so naturally for us that we often do take it for granted, but I believe it is time for all of us, from the politicians to the people sitting in the grass, to begin to realize that we cannot do that without it doing tremendous things to us. It is costly, if we continue to take it for granted.

I am happy to think that the government, I am speaking specifically of the National Government, is also coming to understand that it cannot continue to take communication for granted. I am able to make that kind of statement by thinking about the establishment of various committees, a common government practice, but some of these committees have been looking specifically at communication tasks. Perhaps you know that in 1977 there was established the Television Advisory Committee and not too many months after that there was established the National Newspaper Committee, and in April 1979 the government established yet another committee, on communication. The task which our committee, consisting of about half-a-dozen representatives from government, has been given, is basically to look comprehensively and in depth at all aspects of government communication services; secondly, to establish government objectives and principles of communication; and thirdly to make specific recommendations to the government for the improvement of its communication services. Our committee has been working hard on the basis of interviews, telephone calls, submissions, library work - we have accumulated

quite a large body of information. We are able to state categorically some facts about our communication services. We can tell, for example, that about one-third of the people of this country speak the top twenty vernaculars; we can tell you also that one-quarter of this nation's people speak the top ten vernaculars; we can state that about one-sixth of this nation's people speak the top five vernaculars. I use language facts merely as an illustration of some of the many aspects which we have become extremely interested in describing because the government seems to be concerned in a more practical way about some of these facts. We have tried to look at the histories of the Office of Information, the National Broadcasting Commission, the National Library Service, the extension services - all aspects of government communication which we are trying to view in a scientific manner. We do not believe that all information is in hand by any means, we have requested that all departments submit to us their views on how information can be better improved; we have asked all Provincial Governments, statutory bodies; we have requested that the public at large send in submissions of various kinds, and I would take this opportunity to encourage any of you, individually or as a representative of particular groups, to submit your views on how we might be better able to improve communication services.

I think we can safely say as a committee that we subscribe to an objective for communication which allows the people generally to participate in the development process of this country. We are concerned about helping the popular participation and action of the nation's people in keeping with their requirements for development. I believe the committee is also in agreement about providing for the nation's people access to communication media. I believe we are in agreement that we must provide the nation's people with access to information regarded as necessary for the democratic governing and development of their nation. By no means, having said all of that, do we think that communication is the private property of the Library Association, the Office of Information, the National Broadcasting Commission or any agencies of the government. There is no group that can claim a monopoly. I believe that if we thought otherwise, we might as well get rid of our Constitution. We might as well go back to the days when decentralization efforts had not come into existence. We believe that there is great improvement which must take place along the lines of decentralizing information services

to the people. There are many principles which we also could mention in addition to these basic ones but you have to wait until our report is completed and the government has had a chance to think it through and respond to it and especially to the recommendations which we will be submitting. Our work will be completed by the end of November and at that time our report will go to the cabinet and the politicians will have a chance to respond to it in ways that they think are appropriate. Of course, all of the mass media will be considered in some manner within the report. We are also concerned about the group media; we are also concerned about linkages in communication system; we want to improve every aspect of communication as much as we might possibly be able.

In keeping with that I would like to suggest on behalf of the committee three specific recommendations which I think librarians might be able to see themselves involved in, in one way or another. I believe our committee is concerned about humanizing all communication agencies and activities. Yesterday as I was listening to some of the discussions, there was a call for improving images, there was a call for removing obstacles like architecture and complicated book systems and so on. I think this need to humanize is a very important one because the oral tradition is the basis of our heritage. I think that also our committee is concerned about harnessing the human specialists of knowledge because traditionally there were libraries without books, of course. Among the Enga people there were sorcerers, there were diviners, there were specialists in herbs, there were specialists in trees, in axes - these living libraries, if you will, can be harnessed and allow for greater amount of communication to take place. Our Committee, I believe, is also concerned about reducing the specialized role of communicators which will allow other communicators to work closely with them toward common goals. We are not minimizing the specialized technical nature of some aspects of communication but I believe our emphasis is upon reducing this specialized role and allowing for common integrated kinds of communication efforts to take place. I believe our Committee would like to communicate that if we squander our communication heritage, we will be looked upon not only by our children and subsequent generations but by neighbouring countries and other peoples in the world as having squandered one of the greatest gifts that has been given to us.

APPENDIX ONE

DETAILS OF SPEAKERS

This list, arranged alphabetically by surnames, gives the latest known designation and official address of each speaker at the Conference

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Media coordinator
Churches' Council for Media Coordination
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Director
Office of Information
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Hedwig Anuar
Director
National Library of Singapore
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Tony Austin
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Dr Paul Brennan
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Communications Task Force
Public Service Commission
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APPENDIX TWO

SPEAKING VOLUMES

BY

TONY AUSTIN

This paper was prepared for presentation at the Conference. However, due to unforeseen circumstances, the speaker was not able to present the paper

SPEAKING VOLUMES

A paper prepared for the PNGLA Conference October, 1979

by Tony Austin

Superintendent Curriculum

"THEY JUST CHANGED THE LIBRARY TO A RESOURCE CENTRE AND DIDN'T TELL HER..."

MINISTRY OF EDUCATION, SCIENCE AND CULTURE
PAPUA NEW GUINEA

A CAUTIONARY JUXTAPOSITION (OR APOLOGIA AS THE CASE MAY BE)

You will notice that I have begun this paper not with words but with pictures. I have done this as a caution. The euphoria occasioned by a professional conference like this one is all too often a vehicle for the propagation of unrealistic aspirations – and I speak as a member of a profession that thrives on an unreality and idealism that is as potentially dangerous as it is necessary. The cartoon on the cover represents the danger – unrealistic hopes for school library development, and a pretentious label that ignores the facts of a developing country's life. One of those facts of life is represented in the photograph above: a community school and a teachers house in a remote part of rural Papua New Guinea. A school that can do without anything as pretentious as a resource centre. A school that could do with a door, some windows and a set of something resembling shelves on which books could reside.

The school is in the Trobriand Islands, a region in which it is not possible to buy the *Post Courier, New Nation* or any other journal, let alone a book! Which is both a caution and a reason for the establishment both of community and school libraries. It is a caution against forlorn aspirations – and God knows we are confronted often enough with pies in the sky. But, even more, the school represents a knowledge that all our hopes for a literate youth are in vain in the absence of school libraries sufficient to assist in children's education; and of community libraries sufficient to provide the newly literate with the means of maintaining their ability to read.

The hope, or pretension, illustrated by the label "Resource Centre" and the situation represented by Tuboada Community School are both extreme. But they

are nonetheless real. Curriculum developers are constrained by the latter at the same time as they are cajoled by the pronouncers of the former.

THE IMPORTANCE OF READING

Now that I have succeeded in causing sundry hackles to rise, let me hasten to assure you of the Ministry of Education's concern for reading, however constrained by financial considerations.

The English curriculum in community schools is based on the premise that reading is of fundamental importance and for four main reasons:

REASON 1: **It is a good way to learn language**

In the early years of language learning reading helps to reinforce the oral language that has been learned. In later years, when a person can use a language reasonably well, but is still learning, reading can help us to acquire new language and new words in an environment where oral communication is not conducive to language extension.

REASON 2: **It helps us to maintain our language level**

We know that if we learn a second language such as English, but don't use it very much, we forget it. And we forget it pretty quickly. In the village most school leavers do not get the chance to use their English very much. And this is a nation that, more or less, has accepted English as one of the vehicles of national unity. But, if we can read and *if we can get material to read,* we will be able to hold onto the English we learn.

REASON 3: **Reading is Knowledge**

People who read, learn. They learn from newspapers, from extension materials produced by health, agricultural, business development

workers, etc. They can read labels on packets of fertiliser, tins of insecticide, and so on.

REASON 4: **Reading is enjoyment**

These days we hear many people say how bored they get – there's nothing to do. If only they could read! If only they wanted to!

"I SAW THE PICTURE."

THE CURRICULUM AND READING IN COMMUNITY SCHOOLS

For these reasons, the curriculum puts a good deal of emphasis on reading.

The aim of the reading component of the community school syllabus is modest – a modesty born of a knowledge of the realities of the school situation, the reading

proclivities (if such a positive term can be given a negative connotation) of teachers and the general absence of reading materials both in the towns and the community at large. The aim reads as follows:

> **To teach children to be able to read signs, notices, forms, letters and newspapers written in simple English.**

On the face of it a pretty limited aim. Nevertheless, in addition, a great deal of emphasis is placed on the importance of reading for pleasure from Grade 1 on.

Indeed, a statement made almost two decades ago in the 1961 Primary English Syllabus is as appropriate today as it was then:

> **An important aim of English teaching . . . is to encourage reading for pleasure out of school hours. This is a reading attitude rare in New Guinea, but essential to informal learning, all advanced education and social and cultural progress. The establishment of a library is an aid to this end, but the mere existence of a library is insufficient. Graded material must be available and the maintenance of achievement records is necessary. Teachers need to encourage the use of library books by reviews and follow-up work.**

The first part of this statement is probably as far away from realisation now as it was before. But the intention remains. In fact, more of the scarce financial resources available for school materials are spent on reading matter than on learning materials in all other subjects combined. And rightly so. Examples are on display for your perusal.

Primary teachers' colleges include, in their curriculum, a component called Library Studies. The newly revised National Objectives for the Teaching of English as a Second Language in teachers' colleges includes the demand that graduating students must demonstrate the ability to:

- **use activities suitable to the grade level to stimulate the desire for reading.**
- **teach children to care for books and other reading materials.**
- **use class sets, a class library and/or other means to provide attractive reading materials.**

Modest aims, certainly. But, the authors feel, realistic for today's teacher in today's circumstances.

AT SECONDARY LEVEL

Some indication of the importance attached to reading and library work is given in Attachment I – extracts from the *Introduction to the Secondary English Syl-*

labus. Theoretically, every teacher of English in high schools should be apprised of the value of reading and the methods of acquainting their students with a wide range of reading materials.

In the Provincial High Schools English Syllabus, currently being revised, every Grade 7 unit has as its final 'Objective', "Students should read a story . . . ". In Unit 2 of the same grade, Objective 2 is concerned to teach students "How to Use the Class Library for Extensive Reading". Twenty-nine of the 36 units in Grade 8 include objectives requiring the exercise of library skills. In Grades 9 and 10, the library is seen as an even more useful and necessary learning resource. The syllabuses for these grades are, as yet, very new and are still being trialled. We believe that, in time, they will result in some improvement in students' reading habits and their ability and inclination to make use of public libraries. But not, need I add, overnight.

BOOK SELECTION FOR SCHOOLS

In principle then, the Curriculum Unit of the Department of Education is unequivocally convinced of the value of libraries in schools.

Our direct contribution at primary level is through the provision of class readers, in all grades, as part of the Pacific English series together with occasional distribution of such publications as *Stori Bilong Ol Pikinini.* Work has recently begun on the rewriting of the primary texts and we hope that, in time, reading materials will comprise an even greater proportion of the texts issued to community schools.

In addition, the Department's Curriculum Unit was primarily responsible for the inclusion, in the list of recommendations of the current UNESCO/World Bank Mission, of a scheme for providing small sets of library books to all community schools. Final details are currently being worked out in co-operation with the National Library people.

Nor should we overlook the existence, however little known, of a kina for kina subsidy available to community schools wishing to purchase library books.

Provincial High Schools are provided with limited funds to facilitate the stocking of libraries. In addition, the Senior Curriculum Officer – English, in the Curriculum Unit receives, reviews and rejects or recommends scores of readers requested from publishers. Funds are limited, but a sizeable number of books is distributed each year to all high schools.

From time to time the pages of *Functions* – a periodical for English teachers – includes lists of titles and their appropriate reader level. These are suggested by interested teachers for inclusion in class or school libraries.

MAJOR CONSTRAINTS

A number spring to mind.

1. **Training**

At community school level, given the limited educational background of trainees, and the amount of training that has to be packed into a two-year period, it is unrealistic to expect very much more library training to be provided. The same is true at secondary level. Something would have to give. It is hard to justify sacrificing other areas of the training programme in favour of library training: these other areas themselves receive little enough attention as it is.

Meanwhile, while most high schools have a library of sorts, few have anyone, even partially trained, glorying in the title 'Librarian'. Eight out of every ten people acting as 'Librarian' are national officers untrained in library management, and shouldering this additional responsibility because "There's nobody else . . . "

2. **Teacher Motivation**

For all our bleating about the need to enthuse students about reading, the fact remains that they receive precious little encouragement at school. National teachers themselves do not read. Given this generalisation, they can hardly be expected to motivate their students to do so! The major reason for this is obvious enough: Papua New Guinea's literary traditions are essentially oral. The reading process is a difficult one at the best of times: very much more so in a culture that only recently has become acquainted with the written word. I have little doubt that this situation is changing gradually for the better. But any religious persuasion from which I might suffer eschews a belief in contemporary miracles.

HIS READING HABITS HAVE IMPROVED SINCE BEING IN MY CLASS
HE'S PROBABLY READING A BOOK I RECOMMENDED
BUT I DIDN'T ASSIGN ANY READING MATERIAL IN THIS CLASS
SO HE'S BORED WITH MY CLASS. IS HE ?

3. **Book Selection**

Very few teachers have the ability to select suitable reading materials for school children – suitable linguistically and ethnically. Even more depressing is the knowledge that they receive precious little help from the School Libraries Service. This service suffers, of course, from the same kinds of problems as most other areas of government – too few appropriately qualified and experienced professionals trying to do too much. Which does not gainsay the knowledge that books listed in the catalogue for schools are often entirely inappropriate in terms of language level and cultural relevance; and that many of the books sent at the request of schools constitute a good deal of hard-earned money down the proverbial drain. Nor is one often inspired by the quality of children's collections in provincial libraries. No wonder that that small minority of school leavers who take the fairly brave step into a public library soon despair!

4. **Book Publishing**

In the absence of national writers of children's books in Papua New Guinea, the small number of volumes written for this market come from the pens of expatriates with little awareness of the language problems facing indigenous children. Conceptually and graphically recent volumes like *The Snail Race* and *The Talking Pig* are delightful. However, the language level leaves a lot to be desired. And so does the price! Smaller format volumes, less elaborately bound, might be less pleasing aesthetically but much more within the reach of a Papua New Guinean audience.

5. **Money**

So what else is new? Let's not fantasise: a greater proportion of the nation's scarce financial resources will not, repeat not, be provided for education. But there are causes for optimism. The case for quality in education, necessarily at the expense of quantity, is being made with increasing fervor and at the highest levels. Much of our lobbying should be directed to ensuring that better quality means, among other things, more books and at least a small commitment to the training of high school librarians or library assistants.

In the case of community schools the position is more complex. The physical facilities in schools often are very poor indeed: no shelving, few doors and sometimes none at all. Any teacher who is doing his job properly is a very hard-working person. Teachers who are not hard-working will not worry about libraries anyway. Local communities remain largely responsible for the upkeep of schools. But many communities are poor. An increasing number of others are so disillusioned

about the education provided for their children that they have stopped sending them to school at all. Not much hope for more monetary assistance from that direction. Indeed, a fact remains – and is becoming increasingly apparent – that the communities with the wherewithal to provide superior facilties and to raise money in order to take advantage of the kina for kina subsidy are urban schools. More for the haves. And where are provincial libraries located . . . ?

SEARCHING FOR THAT SILVER LINING

I have suggested two causes for hope: the UNESCO/World Bank recommendation for community school libraries and the burgeoning concern for quality in education at the expense of quantity. Where else does hope lie?

Let me say at once that my own hopes are not necessarily those of the Department of Education.

The Promise of Decentralisation

For all its uncertainties and undoubted problems, the advent of provincial government may prove to be part of the answer. The headquarters bureaucracy has failed to provide the facilities virtually all of us here consider to be desirable at provincial level. It is the nature of bureaucracies that small initiatives, taken at a local level, but requiring headquarters sanction or support, are frequently stillborn. But local initiatives that involve lobbying and ultimately funding at a local level are likely to receive more favourable consideration when propounded by an enthusiast. There's no reason why the *first* initiative should not be taken at headquarters level – if the initiative and imagination exist. But the running must be done locally.

Attachment 2 is a copy of a curriculum and literacy maintenance programme (CLIMB) being discussed in Milne Bay. A vital component is a mobile library of a type that may be appropriate only to that province. It requires funding that almost certainly would not be forthcoming if presented to the central government. But it has so far been well-received within the province though not yet formerly accepted. The point is this: an interesting thought had its genesis at headquarters level (as it happens, in the Curriculum Unit) and was presented to the province for its consideration. If it is accepted, it will be seen as a home-grown project which will in itself be a considerable motivator for its continued operation. This is important for, while the idea of a mobile library is by no means new, success stories are rare. Success in this case depends upon the maintenance of a reasonable degree of motivation at several levels: at provincial headquarters level (and here the national headquarters facilitator must continue to play a continuing role); at community level, under the continual impetus of the Provincial Library Extension Officer. A dream?

In an effort to help make a dream come true, the Curriculum Unit is proposing

the establishment of a small section comprising a group of itinerant curriculum specialists whose task it will be to assist provinces to implement projects of this kind. Several provinces have begun work on the establishment of teachers' resource centres (TRC's) based largely on a model provided by the Department through the Curriculum Unit. Further, an additional recommendation of the UNESCO/ World Bank Mission involves the establishment of TRC's in selected disadvantaged provinces. A significant function of these centres might well be to house a model community school library and to provide the depot for some form of mobile library. We feel that, in the early stages at least, success will be assured only if the expertise of a headquarters adviser/motivator is available – one of the itinerant people referred to a little earlier. That person will motivate at TRC level and through involvement in in-service training programmes for teachers at the centre. The centre's staff will be responsible for motivating at a more local level.

It will be obvious then, that we do not envisage any early development of community school libraries in any far-reaching sense. For now, we remain content with small beginnings.

The Answer for Secondary Schools

However necessary, any hope for a return to the provision of a professional librarian for each high school is probably forlorn. However it is, I think, realistic to press for the training of teacher librarians. If the addition of a training element in current secondary teacher training courses is out of the question, then provision should be made for the running of Lahara courses. A moderate improvement in staff:student ratios would enable such people to be given reduced teaching loads. Obvious spin-offs will be:

- a modicum of organisation should become apparent in school libraries;
- school libraries will become available to students for learning purposes;
- basic training in the use of libraries will become something more of a reality rather than a fond wish on the part of curriculum designers.

Less obviously, the existence of a librarian, with some sympathy for the importance of libraries in schools is, I believe, in itself an inducement for school leavers to use community libraries. We suffer in Papua New Guinea from a fear of closed doors and a fear of entering, on our own, premises that have long been regarded as the hallowed preserve of foreigners and bureaucrats. It takes a certain amount of courage on the part of many school leavers to enter the provincial library and to confront a librarian with a request for assistance. The attempt to do so will be very much less frequent for those students who have not been taught that the library exists for the sole purpose of helping all members of the community; and if that is not learned at school it will not be learned at all.

In addition, a vital need is for a small itinerant group, comprising maybe two people, operating from headquarters, whose task it would be to encourage teacher librarians, offer them professional assistance and support them in their efforts to induce headmasters to acknowledge the real importance of a school library. Again, the main thrust involves providing support for needs perceived at a local level. Headquarters control; headquarters imposition; headquarters distribution have never worked effectively in Papua New Guinea. Now we are in the throes of assembling apparatus that might just make the alternative – decentralised control based on local initiatives – workable. It involves accepting the knowledge that it will not all happen overnight. In some places it might not happen at all – at least not for a very long time. But to the extent that what does happen reflects what is really *wanted*, then I think we can expect more lasting results.

I finish where I began – with a concern for realism:

EXTENSIVE READING

AIMS

The aims of Extensive Reading in the Secondary English Syllabus are as follows:

1. To encourage students to read very many stories and books for enjoyment
2. To improve students' knowledge of English by exposing them to thousands and thousands of correct English sentences, paragraphs and passages in natural contexts
3. To contribute to students' general education and understanding of the wider world
4. To improve reading speed
5. To develop the habit of skim reading to follow a story and appreciate it fully without necessarily reading every word and phrase and remembering every detail
6. To enable students to increase their knowledge of English vocabulary so that they will develop better comprehension of what they hear and will be able to express themselves more effectively in both spoken and written English
7. To develop students' taste for quality in reading

EXPANSION

1. Aim: To encourage students to read very many stories and books for enjoyment

Enjoyment

1.0 Enjoyment is the key to success in a high school extensive reading programme. This is why reading for enjoyment is listed as the first aim. If the students enjoy their reading they will want to read more and more books. If this happens, all the other aims listed above will be achieved with very little effort on your part as teacher. At the end of the year you should be able to look back and say to yourself:

> *'My students have read lots of stories and books and have enjoyed their reading so much that most of them are now borrowing books to read in out of school hours. Reading has become a natural part of their lives like eating, sleeping and sport. I have started a habit in them which has developed a momentum of its own and which now I could not stop even if I wanted to. As long as they live they will want to read.'*

ATTACHMENT 1
(From *Introduction to the Secondary English Syllabus*, 1976)

Reading a habit for life

A teacher who can say this honestly will know that his students will not end their education when they leave school but will go on learning through reading as long as there are books available to them. You should perhaps not expect to reach this stage at the end of Form I but you should try to reach it with as many students as possible by the end of Form II for the sake of those whose formal education will end at that point.

The following points follow from the above:

Selection

1.1 Your biggest contribution lies in the field of selection of stories, readers and books. You have to find out by experience what your students really enjoy reading. You must remember that a book will not necessarily appeal to them because you enjoy it yourself; they are younger, their experience so far is more limited than yours, their knowledge of English limits their comprehension and appreciation, their interests are different from yours because they are children and you are an adult.

Enjoyment and boredom

When they are reading in class you should observe them and look for signs of enjoyment and boredom. A student who is really enjoying a book will be totally absorbed in reading - body at rest, fully concentrating, attention wholly given over to the book, unaware of other students and what is going on in the classroom and outside. A student who is not enjoying a book will fidget, look up frequently, try to talk the moment the teacher's attention is elsewhere and be immediately distracted by any little happening inside or outside the room. The second type of student needs your help to find out why he is not enjoying the book. This may be because there are too many unfamiliar words, because the sentences are too long and their structure too complicated, because of too many characters and confusing names, because the story is just not interesting or because the book is far too easy and the story too predictable. Once you have worked out why he is not enjoying his present book you should be able to help him find one which he will enjoy. If a student is not enjoying a book and is making very slow progress, do not force him to finish it. Let him try another title straight away.

Individualised approach

1.2 To get the most enjoyment for all the students an individualised or small group approach to extensive reading is by far the best. Try to avoid giving the whole class the same book and requiring them all to read the same chapter or number of pages. Above all, never ask the students to read aloud in turn around the class - extensive reading must always be silent reading. In any class of thirty or forty students some will be fast readers and some will be slow. They will all be individuals with a wide range of interests; some will enjoy one sort of book and some another. As far as possible each should be given the chance to read what he or she enjoys as fast or as slowly as is comfortable.

Class readers & novels?

There is a case for occasional use of a class reader or class novel which everyone reads and which is later discussed by the class or perhaps used as a background for Social Science or some other subject. But this should be done only occasionally and for a good reason and even the slow readers should have had enough time to finish it before you hold a class discussion.

1.3 As much time as possible should actually be spent in reading by the students. Do not spend too much time talking about the books and as a general rule do not make students write book reviews or compositions about the books they read. This can kill their enjoyment of reading.

Book reviews? Compositions?

Some of us teachers feel guilty if the class is just reading quietly and we are not talking and waving a stick of chalk about. We should stop feeling guilty about this and realise that students can often learn far more effectively from books than they can from our talk, above all when the books are well chosen. Our work in this is matching the right student with the right reading material and it is a job which requires all our professional skill and attention.

Chalk & talk

Occasionally you can talk for four of five minutes about one of the titles available, hold it up and perhaps show the class some of the pictures to catch their interest. Occasionally students will want to talk to you about something they have read, or ask questions about background, and this may develop into an informal discussion for a few minutes involving a group or even the whole class. But most of the time they should be reading.

Book talks

1.4 Where an individual or small group approach is in use it is a good idea if students keep a record of their reading on a page in their exercise book. While they are reading you should move quietly around, answer occasional questions that individuals will want to ask, check individual students' lists of books that they have read, show interest in their reading, ask a few questions, find out which books they enjoyed and which they failed to finish and generally try to learn as much as possible about the reading and interests of each member of the class. The information you gather about each student through these personal contacts will enable you to guide his future book choices more effectively.

Individual reading lists

Teacher's role

Extensive reading time for the class should not be the time when the teacher disappears behind a pile of their exercise books and spends the rest of the time marking. If you give the impression that extensive reading is not important enough to deserve your attention, supervision and interest then the students will tend to assume that you don't value it very much and are using it as an excuse to avoid the work of teaching them. In that case they are likely to decide that extensive reading does not derserve their attention and interest either. The truth is that if all students are to get maximum enjoyment out of their reading this period will need all your attention, supervision and interest as you struggle to match each student with the title which is just right for him at his present stage of interest and development.

Time to catch up on some marking?

1.5 A wide range of reading materials can be used, not only fiction and literature. Picture books, comic type presentations, magazines, newspapers and books and booklets which present factual information all have their place. The test is whether the students enjoy reading them. Materials with pictures can be especially helpful to very slow and retarded readers. But a warning is necessary here. Pictures are an aid to the comprehension of print, not a substitute for reading the print. If you see students just leafing through a book or magazine and looking only at the pictures you will need to find alternative materials for them. The best illustrations

A range of reading materials

Pictures & picture books

are those which do not give away too much of the story but awaken the curiosity of the reader and make him want to read the print message to gain full comprehension of what is shown in the picture.

Poetry & drama

In Form III and Form IV collections of poems and play scripts can sometimes be used as extensive reading material and will add variety.

1.6 Reading of books issued for extensive reading should not be limited to extensive reading periods. Encourage your students to take out their books and read in any period if they have finished the work set. Tell teachers of other subjects that the students have books and ask them to give students permission to read their extensive reading books if there are a few spare minutes in a lesson. If you teach in a boarding school tell your students that any spare time in night study sessions should be used for extra reading so long as they do not neglect set written homework. Advise other teachers responsible for supervising night study that this is your policy and try to get their co-operation in encouraging the reading habit. Books should be actually issued to students so that they can take them out of class and use them in their free time. You will find that issuing books causes a lot of work for the teacher in keeping a record of where the titles are and making sure books are returned promptly. But it is much better to risk losing an occasional book than to severely restrict students' reading by issuing the books only during class period time.

Reading in and out of class

1.7 One way you can use to encourage reading is by introducing a Class Library. This system is described in detail in Ralph Wingfield's article on Extensive Reading in the Handbook Volume II to the Secondary English Syllabus. Briefly it means that you form a small portable library of perhaps fifty to eighty books. You must choose books very carefully and make sure that the story will interest a good number of your students and that the language level is suitable. Some of the extensive reading books which are supplied in small sets from Education Department Headquarters would be very suitable. You may also be able to get permission from the library teacher to withdraw books for a term at a time from the main school library to use in your class library. You may be able to get some money to buy books specially for the library and a few students may be willing to lend to the library books which they own themselves.

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Class library system

Simplified readers

Readers with controlled vocabulary and structure are very useful for inclusion in class libraries at Form I and Form II levels. There are some good titles in the Longman's New Method Supplementary Readers and Longman's Structural Readers Series.

Storage

The class library can be kept in a light wooden box or a cardboard carton decorated with pictures or bright designs to make it look attractive. It can be stored in a lockable cupboard in the room or in the English storeroom or office.

A record of loans

The students read books of their choice, selected with your help. At the beginning of a class library lesson you will mainly be occupied with students who want to change their books and some simple record of borrowings is necessary. The easiest system is to have an exercise book with a page for each student in alphabetical order.

When a student takes out a book you enter the title on his page together with the date. Later, when he returns the book, the entry is crossed out. If you like, you can give the job of making the entries to a library monitor but you yourself will have to assist with selection and deal with such problems as a book which is returned damaged or two students who have been waiting for the return of a particular book which both want to take out.

Student feedback

A list of class library books on the wall is a good help. Each book's author, title and a two or three sentence description of the story should be given. After a few weeks you can ask your students to put stars beside the titles they have enjoyed - one star for an enjoyable book, two for a very enjoyable book, three stars for a really first rate book but no stars for a book not finished or not enjoyed. This will tell you quickly which books are really popular. Books which get no stars or only a very few single stars should be removed from the collection and replaced. By this means the class library can be continually improved.

The class library & the school library

The class library is most useful at Form I level but may also be used in Form II and above. You should use it as a stepping stone towards independent use by the students of the school library - not as a substitute for that library. It solves the problem of overchoice which young students can face if they are thrown straight into a large school library with hundreds or thousands of books confronting them and no idea of how to go about choosing a book. It helps to ensure enjoyment of reading because the teacher makes sure that the books are suitable. Students do not have to go to an unfamiliar room, confront an unfamiliar teacher or library assistant and comply with a complicated borrowing procedure involving loan cards or book pockets in order to obtain books to read. In other words, the class library brings books to your students on your students' home ground rather than requiring your students to go hunting for books on what they may see as unfamiliar and rather forbidding territory.

Graduation to the main library

Even if you do use a class library for most of your students' extensive reading you should take the class sometimes to the main library so that they become familiar with it and get to feel at home. A class library is only a complete success if it eventually becomes unnecessary because the students have graduated to use of the main school library.

2. Aim: To improve students' knowledge of English by exposing them to thousands and thousands of correct English sentences, paragraphs and passages in natural contexts.

2.0 This point is very obvious and little needs to be said about it. It is well known that the best way to learn a language is to be exposed to massive amounts of that language in actual contexts. Our students do not generally get the opportunity to live in an English speaking country and they have limited opportunities to listen to and talk to first language speakers of English. Their exposure to correct English is therefore limited. But through reading they can gain almost unlimited exposure to natural English. Not everything your students read will immediately improve their ability to communicate using spoken and written English, but as time goes by you will find that the best and keenest readers are the students whose comprehension and ability to communicate are

Exposure to massive amounts of correct English

developing the fastest.

3. Aim: To contribute to students' general education and understanding of the wider world.

Use books to expand your experience

3.0 It is also obvious that much general knowledge and much experience can be gained through reading. A really good author can almost enable you in your imagination to get inside someone else's skin and experience that other person's life, thoughts, feelings, hopes and disappointments. A good author can carry you back through time and help you to understand what it must have been like to have lived in another place and at another time and in this way make history really come alive for you. Equally a good author can carry you forward through time and let you experience what life may be like in twenty, fifty or a hundred years from now. Your body may not be able to leave Papua New Guinea but with the aid of a book your mind can travel to, explore and come to an understanding of any country in the world. A good author can help you to experience childhood again, or to anticipate old age. Through books you can cross cultural barriers and come to understand other people's points of view. In these and many other ways reading can extend your experience and aid the development of tolerance, knowledge, understanding, wisdom and an awareness of your place in the world, the choices open to you for your life and the likely outcomes of those choices.

4. Aim: To improve reading speed.

Reading speed

Verbalising

Fingers & rulers

Regression

4.0 Generally a fast reader is a better reader than a slow one. If students read enough their reading speed should steadily improve without much effort on their behalf or yours. Students should however be encouraged to be aware of their reading speed and to try to increase it. You should be on the lookout for some bad habits in reading and quietly on an individual basis try to help students correct them. One of these bad habits is verbalising - a student is verbalising if you can see his lips forming the words as he reads. This habit will limit his speed of reading to the speed of speech which is quite slow. Another bad habit is following the line with a finger or a ruler. Another one is unneccessary regression - where the eyes go back frequently to re-read words already read.

The reading process

If you watch a student reading you will see that the eyes move in jerks across a line of print and then sweep back to the beginning of the next line. Reading actually takes place in the intervals between eye movements, not when the eyes are actually moving. The intervals between the movements are called fixations because in these intervals the eyes are as it were fixed on a word or a group of words. Reading speed is mainly determined by the number of syllables or words taken in by the reader during each fixation. A very slow reader may take in only a single syllable at each fixation, a slow reader may take in a word or two at a time but a really fast reader may take in four or five words at each fixation so that he reads with only two or three fixations for each line of print instead of perhaps fifteen or even twenty for the slowest readers.

5. Aim: To develop the habit of skim reading to follow a story and appreciate it fully without necessarily reading every word and phrase and remembering every detail.

Skimming

5.0 The development of skim reading follows naturally from the development of speed reading described in the last paragraph. In certain types of reading material - for example when following an exciting story - there is no real need to read every word, take in all the description and remember all the details. The reader can skip whole phrases and sentences and even sometimes paragraphs or pages without losing comprehension of the main story. This is perfectly legitimate if enjoyment of the book does not suffer. This technique of reading is also extremely valuable as a study skill, as for example when a student has to read through a chapter or a long article solely to find out one particular fact or item of information contained in it.

6. Aim: To enable students to increase their knowledge of English vocabulary so that they will develop better comprehension of what they hear and read and will be able to express themselves more effectively in both spoken and written English.

Vocabulary

6.0 The more our students read the more familiar they will become with words and the ways in which they are used. Except for really important words for new concepts - such as 'role' and 'conflict' in Social Science - you should not spend time actually teaching vocabulary in high school. There are so many different words in the English language - the Oxford English dictionary lists more than half a million - and so many ways of joining them together into new idioms with entirely new meanings that only a tiny fraction can ever be taught in the time available to us.

Look it up in the dictionary?

Dictionaries are valuable and all students should learn in high school how to use one efficiently. However they can be used too much. Students should be taught to look up a word from an extensive reading book only if they cannot guess its meaning from the context and the word is vital to comprehension of the book. In reading it is not necessary to understand every single word to follow a story or to understand what the writer is trying to communicate. Too much use of a dictionary will slow a student's reading speed drastically and take away much of the enjoyment of reading. It is better to read a hundred pages with ninety percent comprehension than forty pages with one hundred percent comprehension.

To develop your students' vocabulary it is really only necessary for them to read the greatest possible number of books at the right level of difficulty. This will enable them to meet unfamiliar words in many different contexts. Each time they meet such a word it will become more familiar and each new context will enable them to improve their understanding of its range of meanings.

Guessing

Occasional training in guessing word meanings is probably valuable as some students lack confidence and are afraid to guess or have developed an attitude that sees guessing as some sort of a crime. Give the class short passages containing words that you are pretty sure none of them will know and see who can best guess the meanings

Nonsense words for guessing practice

of the unfamiliar words. You can also give your class a short passage after replacing some of the words in it with nonsense words and train them to guess sensibly by making them work out what the nonsense words must mean from the context. E.g. 'John took a quick look through the fuldrip and was very dolched by what he saw inside the room. He ran away as fast as he could, looking back several times to see if anyone was selping him. When at last he stopped to rest he was sweating and shaking and still close to panic.' In this passage the words 'fuldrip', 'dolched' and 'selping' are nonsense words. It is fairly easy for a reader to make a general guess as to what they must mean. Occasional practice with a passage of this type will help your students develop confidence and skill in using their intelligence to tackle unfamiliar words. Show them how to use context clues to improve their guessing.

Word study

You can also teach them the meanings of some important and common prefixes and suffixes and show how the meaning of a long word can often be discovered by breaking it down into the short words from which it is made up. But do not do too much of this word study, half a period once a month would be plenty.

7. Aim: To develop students' taste for quality in reading.

7.0 There are many books which we read just for entertainment. When we have read them we are no different from what we were before we started them. There are other books, fewer in number, which when read, understood and appreciated can have a tremendous impact on the thinking and personality of the reader. They open up new experiences. They deal with universal themes of human life - tragedy, struggle against adversity, freedom, justice, suffering, death, courage and many others. The student who is brought into contact with these books at the right point in his development will be greatly enriched by the experience and his mind, his character and emotional maturity will be developed. Exposure to such quality reading is an important part of what education is all about.

Quality

Comics

Left to themselves many students will never come to this kind of reading. They will instead choose for themselves an unending diet of poor quality reading matter - examples being the dreadful but ever popular war comics, cowboy and Indian stories and true love stories. At the other end of the spectrum in the English language stand writings like those of Shakespeare and other 'classics' which have stood the test of time and many modern books which because of their quality will also be read for tens if not hundreds of years. Only a few books are at one or other extreme - either pure rubbish or pure classic. Most books lie somewhere in between on a scale of gradually increasing quality. Your job as a teacher is to do your best to influence your students to move gradually away from rubbish reading and towards quality reading and this responsibility should always be in the back of your mind when you are helping students to choose books and when you are choosing titles to be purchased by the school for class use.

Shakespeare & the classics

Always remember that with a few exceptions quality books are written in a type of English which is more difficult for a second language learner to follow than books of lower quality. It is a bad mistake to push

Dangers of too much too soon

for too much quality too soon because the students will not be able to read with easy enjoyment, reading will become a hard grind and they will develop hostility towards the very books that we want them to enjoy. Hundreds of thousands of English-speaking children and many Papua New Guinean secondary children in years gone by developed a lifelong hatred of Shakespeare and the great classics of English by being forced to struggle with these great but difficult books long before they had a sufficient knowledge of English to really appreciate them. The true classics you should therefore not introduce into your high school classroom though we can hope that some of your best students will eventually read and appreciate these books at University level. Shortened and simplified editions of some well known books are available and the best of these have a definite place in an extensive reading programme, especially in Form III and IV.

Formal study of literature

Formal study of literature should be only a very minor part of your secondary English programme. You should introduce this study only in Form III and Form IV. At this level it should be possible to make some comparisons between books and introduce terms such as plot, character, tragedy, comedy, satire, flashback, style and others to give students a beginning idea of the range of types of literature. The aim of such study should be to give students some ideas and criteria which will enable them to assess books for quality and increase their enjoyment of their reading.

Enjoyment the key to success

The issue of quality in reading is not the most important one and that is why it has been left to last. The main thing is that you should be aware of this aspect of reading and try very gradually over the four years of the high school programme to improve the quality of the books your students read and enjoy. We therefore end this section on extensive reading with the word with which we began - the word 'enjoy.' Enjoyment is the key to success with this area of your students' English language experience.

GUIDELINES FOR LIBRARY LESSONS

The following notes are not intended to be a detailed syllabus. They are simply suggestions to help you as an English teacher to use the library period effectively.

Aims

AIMS

Library lessons have two aims:

1. To enable you to guide students' extensive reading and choice of books to read.
2. To enable you to teach your students how to use the library resources effectively to find information on any aspect of any school subject or any topic of general interest to them.

Conditions for success

You will be able to achieve these aims really successfully only if the library in your school contains a good collection of books, is properly organized, and if the librarian and the other subject teachers all help you by encouraging students to use it and by setting assignments which involve library use. Students need training in six basic areas. They are described below in the order in which you should teach them. This training will teach your students how to fully use the resources of your school's library and later the resources of the public libraries and libraries in tertiary institutions.

A relaxed and informal atmosphere

The library should not be considered as a classroom. You should encourage a much more informal and relaxed atmosphere than in a classroom. Students should look forward to library periods as a pleasant change from routine classroom periods. Pictures, posters, art displays - especially of art produced within the school - and a bowl of flowers will all help to make the library a pleasant and inviting place to come to. You should also make sure the library is neat and tidy and that sweeping and dusting is done regularly.

Range of activities

Strict silence?

During library periods you should encourage reading for enjoyment, individual or small group research and private study. All these activities can go on at the same time; it is not necessary for all class members to be doing the same activity. It is not necessary to have a rule of strict silence during library periods. Students doing group research should be able to communicate quietly and other students should be free to show books to one another or to ask one another questions.

Library instruction should not occupy more than half of the lesson. During the rest of the time let your students read quietly, move about as necessary and change their books.

1 Adapted from an article by School Libraries Officer Mrs Beth Legge in the Handbook to the Secondary English Syllabus Volume II.

Library instruction

You should cover the following six units during the first two years of the secondary programme. You may find it necessary in Forms III and IV to deal in greater depth with use of reference books, the catalogue and the library generally to locate information. You will find this training in library use is most successful if it arises naturally out of questions the students ask you in connection with English or their work in some other school subject. Artificial 'how to find out exercises' which teach how to discover answers to questions that maybe none of the students are interested in are not generally very successful. Students do not readily transfer the skills taught in artificial exercises and put them to work in answering real needs for information, when these arise.

ORGANIZATION AND RULES

1. Show students the different kinds of books and materials in the library and where to find them. These will include:

Types of books & materials

Fiction	- Stories
Non-Fiction	- Information books
Reference Section	- Encyclopaedias, dictionaries, atlases, etc., which must remain in the library.
Pamphlets & Newspaper Clippings	- Usually kept in folders in alphabetical order in a vertical file - not for loan.
Magazines & Periodicals	- Old copies may be clipped for pamphlet files - not for loan.
Maps	
Pictures	- Usually pasted onto cardboard sheets and kept in a vertical file.
Tapes, Slides, etc.	- Where these are kept in the library and students are allowed to use them.

2. Teach students the library rules and the reasons for them:

Library rules

- Hours when the library is open. Your school will make its own rules depending on availability of staff. Senior students may be able to take charge in some boarding schools during out of school hours.

- Number of books each student can borrow at one time - perhaps one for Form I increasing to three or four for Form IV.
- Length of time for borrowing - probably two weeks. If the book is not finished and is required for a longer period the student can renew it.
- Consideration for others. Absolute silence is not necessary but for the sake of other readers noise should be kept to a minimum.
- Caring for books:

Care of books

a. Library bags made of plastic or cloth should be used to protect books on loan and each student should have his or her own.
b. Book markers can be made of thin cardboard and decorated by the students. Page corners should never be turned over to mark the place.
c. Hands should be clean and to make this possible there should be a washbasin close at hand.
d. Students must never write in books or cut pages out of them.
e. Students must not leave books outside or where they can get wet or within reach of very small children.
f. Students must not bring food into the library. Food brings insects and rats which can cause an immense amount of damage to books.
g. Bags, cases and folders should be left outside.
h. Students should report immediately loss of a book or damage to a book.
i. Students may have to pay fines if books are not returned by the due date.

Book repair supplies

Note: If as an English teacher you are put in charge of the school library the following information on book repairs may be useful. Supplies for this purpose can be obtained from P N G School & Library Supplies, Box 3588, Port Moresby. They stock special types of adhesive tape for book repairs - ordinary sticky tape is not suitable for book repairs because it cracks and discolours after a few months. The correct types of tape to use are Vinyl Hingeing Tape, Vinyl Attaching Tape and Rayon Cloth Tape - all of which are available in various widths and the cloth tape in four colours. Paperback books for school libraries and English classroom sets will last very much longer if stapled before first issue to students to make the binding stronger. Heavy duty staplers and staples are available which will handle books up to twenty millimetres thick.

ALPHABETICAL ORDER

The A B C

Since most aspects of library organisation depend heavily on alphabetical order - e.g. catalogues, shelf arrangement and indexes - it is essential for your students to be able to find and place words, names and titles in alphabetical order quickly and accurately. It is a mistake to assume that your incoming students will have learnt this skill in primary school. You will find many have only a very shaky idea of alphabetical order,

especially when it is necessary to go to the third or fourth letter of a word or title. Constant practice will be necessary in first term of Form I and some of this practice you can cover in regular classroom English periods.

Teaching alphabetical order

Exercises such as scrambled words can be given, for example NESBIG when rearranged into alphabetical order gives the word BEGINS. Obviously for scrambled words you can only use words which happen to have all their letters in alphabetical order.
From rearranging letters go on to putting lists of works into alphabetical order, for example trusty, tricks, tries, teased, tricky, twisted, tenure.
Also teach your students that when book titles are placed in alphabetical order the little words A, AN & THE are ignored in libraries. "An Introduction to Science" therefore comes under "I" for "Introduction" when placed in alphabetical order by title.

PARTS OF THE BOOK

It is not necessary for students to know all the parts of the book and their uses as set out in many text books on library instruction. It should be sufficient that they understand those parts which will enable them to find information about the book itself or the special information they may need from it.

Parts of a book

a) the publisher's notes on the dust jacket.
b) the table of contents.
c) the preface and/or introduction.
d) the date of publication or edition (usually found on the back of the title page) since this may be important in certain subject areas.
e) the index. A good deal of practice in using indexes may be necessary in Form I.
f) the key, where one is used for maps or abbreviations and the use of heavy print and symbols such as 'ff' in lists and indexes.

ARRANGEMENT OF BOOKS - THE CLASSIFICATION SYSTEM

Classification

It is important that your students understand the general meaning of CLASSIFICATION and its importance and meaning in libraries - the arrangement of books not by size or colour or some other attribute, but by SUBJECT.

Dewey Decimal System

The system used in most libraries throughout the world is the Dewey Decimal System, named after Melvil Dewey an American librarian who invented it in 1876. He used a system of numbers to divide all knowledge into ten main divisions which can be sub-divided again and again to give a number for each detailed branch of knowledge.

Forms I, II should understand that the numbers given by Dewey to the areas of knowledge are for the purpose of keeping all books on a certain topic together on the shelves.

Students should not be expected to learn the divisions. A large chart should be placed on the library notice board and they will become familiar with the system by using it.

For those teachers who wish to give Forms III and IV further details, the following outline may be used:

a) Main Classes (for Chart)

Each of the ten main divisions of knowledge are given the following numbers:

Main classes

000 - 099	General books	- inc. information, libraries, encyclopaedias, dictionaries, journalism.
100 - 199	Philosophy & Psychology	- inc. thought & knowledge, ghosts, magic, intelligence, morality.
200 - 299	Religion	- inc. Christianity, the Bible, the Church, denominations, religions.
300 - 399	Social Sciences	- inc. society, culture, politics, economics, law, commerce, education.
400 - 499	Language & Languages	
500 - 599	Pure Science	- inc. mathematics, physics, chemistry, earth and life sciences.
600 - 699	Applied Science	- inc. medecine, agriculture, engineering, home economics, manufacturing.
700 - 799	The Arts	- inc. architecture, carving, pottery, painting, photography, music, sport.
800 - 899	Literature	
900 - 999	History & Geography	- inc. biography - the lives of famous people.

b) Each main class is then subdivided in the following way:

Number building for detailed topics

600	Applied Science
620	Engineering
621	Mechanical Ergineering
621.3	Electrical Ergineering
621.32	Lighting.

Shelf order

c) All books on one particular subject are given the same number and are arranged together, from left to right on the shelves with the smaller number first.

d) Since there are likely to be several books with the same classification number, the first three letters of the author's surname are used on the label on the spine of the book together with the classification or Dewey number. Together these are known as the call number. For example, a book on the subject of astronomy by Sir James Jeans would have the call number:

Call numbers

520
JEA

and would be placed after a book having the Call Number:

520
DON

Where decimal points are required arrangements would be:

520	520.3	521	522.7
DON	JEA	SON	LIN

Variations

A. Books which are too large for normal shelves are marked as follows:

Large books

Q
570
BAR

the "Q" standing for QUARTO.

B. Reference Books, e.g. encyclopaedias, dictionaries, etc., are marked with "R",

Reference books

e.g.

R
030
WOR

Fiction

Fiction - Numbers are not used for fiction books. They may be placed in alphabetical order by author's name without a Call Number, or preferably given a label with the first three letters of

the Author's name, thus:

F GAD
or
GAD

"EF" may be used for easy fiction and "SC" for short story collections.

THE CATALOGUE

The Card Catalogue is the index to the material in the library and, like other indexes, it is arranged alphabetically.

Students should understand that it is not sufficient merely to go to the appropriate place on the shelves to look for a book on a given topic (assuming that they now know the Broad Dewey number for the Topic). The book may not be on the shelf for a variety of reasons, e.g. repair, on loan, etc. The Catalogue will answer the following questions:

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Uses of the catalogue

a) Has the library a particular book by a certain author?
b) Is there a book with a certain title?
c) What materials does the library have on a certain subject?

Libraries in some Tertiary Institutions in Papua New Guinea use a separate subject catalogue rather than the full dictionary catalogue, i.e., author, title and subject cards all together in alphabetical order. It is therefore suggested that school libraries do the same, organising their catalogues in the following way:

Organisation of the catalogue

Fiction

Author and title cards either together in alphabetical order or in separate drawers.
Some subject cards could be used, e.g. animal stories, historical fiction, science fiction, etc.
These headings will be found in the subject headings list issued to schools.

Non-Fiction

Author and title cards together in alphabetical order (including reference books).
Separate subject catalogue, preferably close to but not part of, the author and title catalogue so that more students may use drawers at the one time.

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(For Forms III and IV)

Main Types of Cards

Card types

1. Author Card - Surname appears first.
2. Title Card - Title appears first.
3. Subject Card - Subject in capital letters appears first.
4. Cross Reference Cards -

'See' cards

a) "See" Cards will lead you from a heading which is not used to one that is used,

e.g. Education, Art
See
Art-Study and Teaching.

'See also' cards

b) "See Also" Cards will lead you to cards which may give further information on the required topic,

e.g. Photography
See also Cameras
Colour photography

The Call Number on the card will show you where to find the book on the shelf. (N.B. The Shelf List is a catalogue for the use of the librarian only. It is arranged in the order in which the books appear on the shelves, i.e. Classified Order and is used for assigning Call Numbers and for stocktaking.)

REFERENCE BOOKS

Reference books

Students should be familiar with the arrangement of encyclopaedias, dictionaries, both language and subject, atlases, Year Books, biographical dictionaries, etc., and how to obtain information from them.

It is suggested that you teach use of the dictionary in English periods while the Social Science teacher should teach students how to use the atlas.

Encyclopaedias, year books, biographical dictionaries, etc. may best be dealt with in connection with an assignment in the library, e.g. a student or a group giving a talk on a famous person - Florence Nightingale. The following steps would give information:

Steps in searching for information

(a) The encyclopaedia for general information (stress arrangement of encyclopaedias - alphabetical or by subject volume, e.g. 'Oxford Junior Encyclopaedia'. Also stress use of the index volume.

(b) Biographical dictionary (arrangement alphabetical).

(c) Go to the shelves at 920 (general biographies, e.g. "One Hundred Great Lives" and 921 for a specific biography of Florence Nightingale.

(d) Look in the subject catalogue. Further information may be found in books on Medicine or Nursing. The Call Number on the catalogue card (610 or 612) will lead the student to the book on the shelf, from there he will look in the index.

Activities Directed Towards Reader Guidance -

Developing an interest in books

Since one of our aims is to lead students to enjoy recreational reading of high quality, you should spend some time in reading extracts from books such as myths and legends, exciting chapters in adventure stories, etc.

New books should be talked about as well as displayed, part of the plot being told in story form, but never the whole.

Children themselves may give book talks.
Dust jackets may be designed and made for older books in the library which may not have them, and this will involve a knowledge of the book.

You will be able to think of other activities and the Expressive Arts Department will usually cooperate with posters for special times such as Education Week or United Nations Day.

Support of other teachers is essential

Finally, the success of the library programme will depend on how much use all subject teachers are prepared to make of the library's resources. Instruction in isolation is never as meaningful as that given to students requiring specific information.

ATTACHMENT 2

CURRICULUM AND LITERACY IMPROVEMENT IN MILNE BAY (C L I M B)

This is a discussion paper only. It has been prepared on the basis of some perceived needs in Milne Bay and in an effort to develop further ideas that have been experimented with-very successfully - in the Trobriand Reading Scheme.

You will note that the NPEP money provided under the sectoral programme will be insufficient to get the project started. So a fundamental question will be, is money available from the untied grant? If not, which parts of the proposal - if any-should we go ahead with?

* * * *

There are two components in this proposal:

1. Curriculum development.

2. Literacy maintenance.

CURRICULUM DEVELOPMENT

Under the provisions of the organic law provinces are able to initiate curriculum development to satisfy local needs. Indeed, the entire ethos of community education presupposes the development of a curriculum that is in keeping with the needs of the community.

Accordingly, it is our intention to establish a small curriculum section. The main aim will be to adapt community based subjects to render them in accord with community needs in our 5 inspectorates. Emphasis will be placed on:

- incorporation of cultural activities into teachers' and pupils' materials in all relevant subjects;

- preparation of teachers' and pupils' materials in Expressive Arts and Community Life in accord with the province's needs and priorities;

- in collaboration with other government agencies in the provinces, adapt extension materials (e.g. in Health, Agriculture, Fisheries, Commerce) so that they serve a dual purpose:

  - cater for the needs of villagers.
  - provide teaching materials for community schools.

- extend the Trobriand Reading Scheme. During 1978 the Curriculum Unit of the national Department of Education initiated a reading project in the Trobriand Islands. The Curriculum Unit's purpose was to provide ethnic readers in English to supplement existing (and very scarce) reading materials. Briefly, the rationale is that children will be motivated to learn to read if the

content of enrichment readers deals with matters of relevance to their experience. The Curriculum Unit's concern has been to provide a model on which other provinces can base their own ethnic readers. The readers produced so far have been received with enthusiasm by villagers, teachers, pupils and officials in the Trobriand Islands. So successful have they been that we, in keeping with the hopes of the Curriculum Unit, wish to extend the project to all other inspectorates.

What is required is a specialist in curriculum development to be known as Provincial Curriculum Development Officer. He/She needs to be someone with expertise in the general area of primary level curriculum development, writing and layout preparation of materials for publication, in-service training. The primary tasks will be to:

- arrange workshops of teachers and inspectors for the production of curriculum materials as outlined above. A vital element in this is the involvement of teachers who will thereby gain a good deal of in-service training and, additionally, can expect to be more enthusiastic in their teaching since they will have been involved in the preparation of the materials used (an in-built Hawthorne effect);

- enlist, through the Curriculum Unit's Coordinator of Provincial Curriculum Development, the assistance, as required, of subject specialists at national headquarters;

- prepare materials for publication within the province or by Education headquarters' Printshop;

- organise in-service training in the use of curriculum materials, in collaboration with the Curriculum Unit's Coordinator of Provincial Curriculum Implementation;

- identify within the province resources which can be utilised in curriculum production e.g. printing presses (owned by missions, for instance), photographic facilities (perhaps Office of Information), artists;

- establish a working relationship with extension officers in all departments with a view to cooperating in the area of materials production;

- work in close collaboration with the Provincial Library Extension Officer (see below) with a view to assisting in the development of a literacy maintenance scheme. The PCDO's role will be to involve teachers in the writing of reading materials, in English, to arrange for their publication and to help with enlisting headmasters/teachers in chosen schools to assist with the running of the floating library (see below).

The PCDO should be at the same level as the Senior Inspector (E.O.8) with whom he will be required to work closely at all time.

LITERACY MAINTENANCE

We are concerned about a number of problems relating to literacy levels in our province. We are a maritime province with a large number of very isolated communities who do not have access to reading matter. The school drop/push-out rate is such as to convince us that the literacy competence of those who have been to school declines quickly after they leave school and in the absence of available materials to read. The Trobriand Islands, just to take one example, does not receive the *Post Courier* or *New Nation* or any other periodical. Nor are books available for purchase; yet this is the one district apart from Alotau that has a regular Air Niugini service. School leavers have nothing to read.

Accordingly, we would like to establish a floating library service. Its main features are as follows:

- Community school headmasters in various strategic locations will be asked to perform the role of community librarian. They will be asked to operate a book lending service which would be available perhaps once a fortnight to people who are literate in English;

- at the school, the library will simply comprise display boxes with books in them from which borrowers select. Normal lending procedures will pertain;

- books will circulate from Alotau in boxes on government workboats. The boxes will be designed and produced locally - either in the Curriculum Unit's Production Centre, or at a vocational centre. They will be unloaded at or close to the community libraries (schools), collected again on the next trip and unloaded at the next school;

- several types of reading matter will be available:

    - fiction of interest to, and at an appropriate language level for school leavers (mainly those who have left during and immediately after community schooling, but also those who have left during or after secondary);

    - extension materials produced by other agencies and especially those which, in time, will be produced by the PCDO;

    - locally produced literature produced as a consequence of the efforts of the PCDO, working in concert with the Provincial Library Extension Officer and the Provincial Adult Education Officer. It is hoped that eventually this could become a "market literature" exercise in which an increasing volume of fiction produced within the province would be sold, thereby providing some small monetary return for authors: we do not pretend that the overall quality of such material would be high, however any effort to encourage people to write is a worthwhile endeavour which seems likely to reveal some people with talent and provide an opportunity to earn a little cash;

- in time, it is anticipated that materials (e.g. those produced by S.I.L. and missions) in the vernacular will also become more generally available and so be included in the library. A task of the PLEO will be to encourage the further development of such materials;

- also, in time, it is hoped that this will become part of an extended vernacular literacy programme.

The PLEO will have to be a qualified and experienced librarian with a good deal of initiative and an ability to promote the idea to headmasters and community leaders.

CONCLUSION

What is envisaged is a small team of peripatetic initiators of action in the closely allied areas of curriculum development and literacy maintenance. The PDCO, in particular, will be required to spend long periods in the field working with inspectors and teachers. Initially, the PLEO will also have to travel widely in an effort to get the mobile library established, after which time it will be necessary to make periodic visits to libraries to ensure that momentum is maintained.

COSTING

This is approximate at this stage. Further costing will be necessary but will be dependent on what parts of the project are agreed.

	1981	1982	1983	1984
1 x EO8 salary (expatriate)	K16,000	K16,000	K16,000	K16,000
1 x Librarian Grade 4 (allow for an expat. if no national available)	11,300	11,300	11,300	
1 x K.O.3 salary	2,795	2,795	2,795	2,795
Purchase of books (overseas aid anticipated)	20,000	3,000	4,000	5,000
1 x IBM Typewriter	1,100	–	–	–
Building if needed		uncosted at this stage		
Photographic facilities if needed		uncosted at this stage		
Freight costs		not yet computed		
Printing costs	5,000	8,000	8,000	8,000

END

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